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NORTH CAROLINA EDITION

By

Southern education.



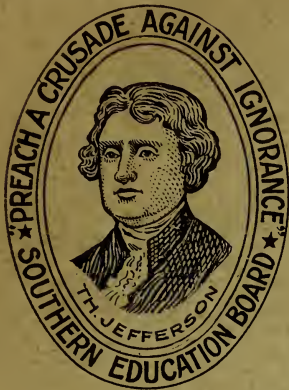






MAY 14, 1903

Price 50 cents per year



# **Southern** Hon. M.O. Sherrill **Education**

(North Carolina Edition)

"I cannot think that it ought to be necessary to discuss at length with any intelligent, right-feeling man, the right of every child to have the chance to make the most of his God-given faculties by education, and the duty of the State and of the community to give him this chance by providing adequate means for his education."

—State Superintendent J. Y. Joyner.

God give us patience and strength that we may work to build up schools that shall be as lights shining throughout the land. Behind this movement for the education of the children of our land there stands the One who said, "Let there be light."

—Governor Charles B. Aycock, Athens Conference.

"Educational progress means religious good; it inculcates a love of truth that is not to be limited. The hope of the State is not in the cities or the big towns. The hope of the greatest future is dawning in the rural districts."

—Prof. J. B. Carlyle.

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Rural Libraries  
Teachers and Salaries  
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The Field**

**SOUTHERN EDUCATION BOARD, Knoxville, Tenn., Publishers**

**VOL. 1**

Application made for entry at Postoffice at Knoxville  
as second-class matter.

**No. 10**

With reference to the 300,000 natives of North Carolina now living in other States, Dr. Walter H. Page says: "When we remember that almost every one of these emigrants went to States where taxes are higher and schools are more numerous and better, and where competition is more fierce, and when we remember that they went away from a State that is yet sparsely settled and richer in natural opportunities than the States to which they went, the failure of these (old educational) systems becomes painfully obvious. Too poor to maintain schools? The man who says it is the perpetuator of poverty. It is the doctrine that has kept us poor. It has driven more men and more wealth from the State and kept more away than any other political doctrine ever cost us."

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"The public free schools are the colleges of the people; they are the nurseries of freedom; their establishment and efficiency are the paramount duty of a republic. The education of children is the most legitimate object of taxation."—DR. J. L. M. CURRY.

# Southern Education

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**Thursday, May 14, 1903**

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This number of SOUTHERN EDUCATION has been prepared at the suggestion of the Central Educational Campaign Committee for the Promotion of Public Education in North Carolina, and of the State Superintendent of Public Instruction, and has the approval of that Committee and of the State Superintendent.

CHARLES L. COON, *Editor.*

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“At the same time came the disciples unto Jesus saying, Who is the greatest in the Kingdom of Heaven? And Jesus called a little child unto him and set him in the midst of them.”—Matthew XVIII, 1-2.

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“It is not the will of your Father which is in Heaven that one of these little ones should perish. I came that ye might have life and have it more abundantly.”—JESUS.

“Verily I say unto you, Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me.”—JESUS.

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If ignorance is not a curse, a sin, a reproach to any people, then it must be that people's blessing, goodness, pride!

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Ignorance is either a good thing for a community or it is a bad thing. The means with which to banish ignorance can be voted into a community or they can be voted out. A good school house, a good teacher, and a good library are the deadliest foes ignorance has; they can be voted into any community in North Carolina.

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The average salary of a white public school teacher in North Carolina during 1902 was \$26.78 for 16.45 weeks. The total average annual salary, therefore, was \$110.13. The state of North Carolina allows the county jailer \$108 a year for feeding criminals, which does not include clothing, medicine, and medical attention, all of which are an extra charge on the counties. Need any one wonder why so many of the public schools are poor and inefficient?



North Carolina has 43 counties in which there are more than 20 white voters out of every 100 who are illiterate; that is, who can not read and write.

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There are 217 counties in the United States in which there are more than 20 white illiterate voters out of every 100. North Carolina has 43 of these counties.

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More than 28 people out of every 100 in North Carolina over ten years old can not read and write! The Census of 1900 prints this fact about North Carolina. It is a part of the common knowledge of mankind. It can not be concealed.

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More than 19 out of every 100 white people in North Carolina over ten years old can not read and write. There is only one other state that has so many illiterate white people as North Carolina.

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North Carolina has decreased her white illiterates over ten years old from 23.1 out of every 100 in 1890 to 19.5 out of every 100 in 1900; she has decreased her negro illiterates over ten years old from 60.1 out of every 100 in 1890 to 47.6 out of every 100 in 1900. For ten years white illiterates have decreased, therefore, 3.6 in every 100 and negro illiterates 12.5 in every 100.

## SIGNS OF HOPE.

Present educational conditions in North Carolina are not wholly dark. There have been great and various obstacles in the way of educational progress. The physical features of the State have contributed their share to prevent rapid advancement. The swamps of the east and the mountain fastnesses of the west have made small schools necessary in many places. The sparseness and the poverty of the population have also been causes contributing to make adequate school facilities well nigh impossible in many communities, as well as the impossibility of an awakened educational consciousness.

Then, there have been certain historic forces to overcome. The white race, formerly aristocratic in its social organization, was impoverished by four years of destructive war. At the end of the struggle it found the education of its own children to be provided for, as well as the education of the recently emancipated slaves. But the State went to work to retrieve its broken fortunes and to educate its children. Race prejudice has stood in the way oftentimes, and the cause of education has languished.

But in later years the General As-



sembly has given earnest attention to constructive school legislation, and the foundations of a sound educational policy have been firmly established. Previous school legislation has embodied the establishment of a great training school for women teachers at Greensboro, the founding of a chair of pedagogy at the State University, the establishment of normal training schools for colored teachers at Winston, Salisbury, Fayetteville, Elizabeth City, and other places. The recognition by recent legislatures that more efficient supervision of the rural schools is a vital question is also a hopeful indication of progress.

But perhaps the most hopeful sign of the constantly upward tendency of educational affairs has been the ever increasing number of towns and rural districts which have applied each two years to the legislature for the privilege of improving their public schools by local taxation. This movement was begun about 1875 at Greensboro. Soon afterwards Raleigh, Goldsboro, Charlotte, and other larger towns voted a local tax and established graded schools. This year 40 towns and rural districts have applied for the privilege of voting a local tax and of establishing graded public schools.

There is also a strong and well-defined movement to consolidate the country schools, build comfortable houses, put a library in every school house, and, above all, a trained teacher. The Governor of the State and other educational leaders have been conducting an unceasing campaign for better educational conditions. During the fall campaign of 1902, when local officers and members of the legislature were elected, more discussion of educational questions was indulged in by the various candidates and the State press than was ever known before. The tariff, the money question, the race issue, and all the old campaign slogans were laid aside and educational questions discussed instead. These are some of the signs that point to progress.

The educational redemption of the State seems much nearer, therefore, than ever before. Barely four months of school, untrained teachers, poor school houses, and well-nigh no supervision of the country schools is going to be a thing of the past, when all the people are once aroused to the supreme duty and necessity of better training for their children.

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“With us legislators study the will of the multitude, just as nat-

ural philosophers study a volcano, not with any expectation of doing aught to the volcano, but to see what the volcano is about to do to them."—HORACE MANN.

"Every human being has a claim to a judicious development of his faculties by those to whom the care of his infancy is confided. The mother is qualified, and qualified by the Creator Himself, to become the principal agent in the development of her child; \* \* \* and what is demanded of her is—a thinking love."—PESTALOZZI.

#### RIGHT EDUCATION.

"Every son, whatever may be his expectations as to fortune, ought to be so educated that he can superintend some part of the complicated machinery of social life; and every daughter ought to be so educated that she can answer the claims of humanity, whether those claims require the labor of the head or the labor of the hand."

—HORACE MANN.

#### ILLITERACY.

THE FACTS AS TO NORTH CAROLINA ILLITERACY, TAKEN FROM THE LATEST CENSUS AND SCHOOL REPORTS—SOME COMPARISONS.

MAKE A DIAGNOSIS FIRST.

"The reading of the figures as

to illiteracy is not a cheering diversion. And yet it were folly to assume that we can aid the South by the exercise of a blind affection which would blink or conceal the facts. These facts are not taken from the tale of an enemy; they are taken from the reports of our own superintendents of public instruction, they form a part of our local, as well as a part of our national records. The first duty of the physician who would apply a remedy lies in a sympathetic, but fearless diagnosis. The first duty of a wise educational statesmanship is a clear and unflinching perception of the situation. There is no disgrace in our illiteracy. It is due to historic and formidable forces. There would be every disgrace, however, in a policy which would now perpetuate it by concealment, and which would feed its indifference upon the husks of a flattering and senseless optimism.

"I have said that we must educate. When I say 'we,' I mean that we must count all of our people within the fellowship of responsibility. Within the partnership of obligation, the great masses of our white people should hold the first place of initiative, dignity, and service."—EDGAR G. MURPHY.

#### ILLITERACY AND THE SUFFRAGE.

The North Carolina school census reports of 1901-2 show that there are 10,678 male white children between the ages of 12 and 21 who can not read and write. The same

reports show that there are 10,246 male negro children between 12 and 21 who can not read and write. After 1908 no North Carolina man who becomes 21 years old can vote, unless he can read and write.

## ILLITERACY SOUTH AND ELSEWHERE.

The illiteracy of the native white population of the United States (Census 1900), ten years of age and over, is as follows:

SOUTH.		Per ct.
Texas .....	6.1	
Mississippi .....	8.	
Florida .....	8.6	
West Virginia .....	10.	
Virginia .....	11.1	
Georgia .....	11.9	
Arkansas .....	11.6	
Kentucky .....	12.8	
South Carolina .....	13.6	
Alabama .....	14.8	
Louisiana .....	17.3	
North Carolina .....	19.5	
ELSEWHERE.		
Missouri .....	4.8	
Illinois .....	2.1	
Iowa .....	1.2	
New York .....	1.2	
Michigan .....	1.7	
Wisconsin .....	1.3	
Massachusetts .....	0.8	
Minnesota .....	0.8	
Nebraska .....	0.8	
Connecticut .....	0.8	
Wyoming .....	0.7	
South Dakota .....	0.6	
Nevada .....	0.6	
Washington .....	0.5	

## NATIVE NEGRO ILLITERACY, SOUTH, 1900.

State	Illiterates	Total Negro Pop.	Per Centage
Va. ...	213,960	479,464	44
N. C. .	210,344	441,756	47

S. C. .	283,940	537,542	52
Ga. ...	379,156	724,305	52
Fla. ..	65,101	168,980	38
Ala. ..	338,707	589,820	57
Miss. .	314,617	640,424	49
La. ...	284,594	465,611	61
Tex. ..	167,531	438,883	38
Tenn. .	147,844	354,980	41
Ark. . .	113,495	263,923	43

These figures include all persons 10 years old and over, Census of 1900.

If it is criminal in the sight of men to starve and mistreat the bodies of horses and dogs, how much more criminal must it be in the sight of God to starve and dwarf the souls of children by permitting them to live in ignorance!

## NATIVE WHITE ILLITERACY, SOUTH.

State	Illiterates	Total White Pop.	Per Centage
Va. ...	96,117	866,295	11
N. C. .	175,645	900,664	19
S. C. .	54,375	399,540	13
Ga. ...	100,431	841,200	11
Fla. ..	17,039	197,973	8
Ala. ..	103,570	700,823	14
Miss. .	36,038	450,952	8
La. ...	82,227	474,621	17
Tex. ..	95,006	1,554,994	6
Tenn. .	157,396	1,108,629	14
Ark. . .	76,036	656,438	11

These figures include all persons 10 years old and over, Census 1900.

## ADULT MALE ILLITERATES.

The following table gives the adult native male illiterate population of North Carolina by counties. At a glance you can see how many white voters in each county could not read and write in 1900:

County	White Population 1900	Negro Population 1900	Total No. of Native White Il- literate Voters, 1900	Total No. of Native White Voters, 1900	Percentage of White Voters Illiterate, 1900	Native Negro Illiter's 21 yrs. and over, 1900	Total No. of Negro's 21 yrs. old & over, 1900
Alamance .....	18,939	6,733	558	4,373	12.7	739	1,338
Alexander .....	10,104	850	373	2,115	17.6	94	170
Alleghany .....	7,203	466	302	1,521	19.8	50	92
Anson .....	10,106	11,674	352	2,287	15.4	1,168	2,073
Ashe .....	18,897	684	822	3,837	21.3	68	122
Beaufort .....	15,066	11,336	568	3,742	15.1	1,336	2,567
Bertie .....	8,717	11,821	378	2,137	17.6	1,247	2,204
Bladen .....	9,452	8,223	334	2,168	15.4	697	1,495
Brunswick .....	7,613	5,044	332	1,759	18.8	537	1,074
Buncombe .....	36,107	8,120	1,135	8,137	13.9	735	1,869
Burke .....	15,023	2,676	752	3,287	22.5	264	464
Cabarrus .....	16,355	6,101	453	3,601	12.6	666	1,219
Caldwell .....	13,751	1,931	646	2,957	21.8	198	380
Camden .....	3,238	2,101	175	801	22.0	239	476
Carteret .....	9,684	2,127	377	2,459	15.3	185	457
Caswell .....	6,820	8,109	306	1,957	18.4	1,125	1,657
Catawba .....	19,148	2,985	606	3,931	15.4	286	574
Chatham .....	15,573	8,339	630	3,005	17.7	868	1,551
Cherokee .....	11,391	432	578	2,419	23.8	51	91
Chowan .....	4,466	5,850	207	1,682	19.1	715	1,245
Clay .....	4,398	134	220	924	23.7	13	31
Cleveland .....	20,258	4,820	955	4,321	22.1	560	1,012
Columbus .....	14,541	6,476	629	3,156	19.9	458	1,222
Craven .....	9,613	14,543	351	2,411	14.5	1,627	3,332
Cumberland .....	16,677	12,571	563	3,823	14.7	1,046	2,362
Currituck .....	4,752	177	199	1,228	16.2	210	418
Dare .....	4,183	574	227	1,665	21.2	71	146
Davidson .....	20,229	3,174	975	4,499	21.5	388	674
Davie .....	9,476	2,635	467	2,178	21.4	308	599
Duplin .....	13,877	8,528	757	3,271	23.1	854	1,457
Durham .....	16,483	9,749	590	3,870	15.2	1,136	2,120
Edgecomb .....	10,004	16,584	474	2,496	18.9	2,177	3,493
Forsyth .....	24,718	10,541	965	5,027	16.2	1,073	2,482
Franklin .....	12,678	12,438	746	3,605	24.3	1,302	2,416



Gaston .....	20,661	7,242	621	4,308	14.1	704	1,538
Gates .....	5,609	4,804	319	1,287	24.7	503	831
Graham .....	4,190	26	191	838	22.8	2	3
Granville .....	11,376	11,887	494	2,592	10.0	1,300	2,258
Greene .....	6,260	5,778	383	1,502	25.6	685	1,185
Guilford .....	27,969	11,103	758	6,923	10.9	1,088	2,499
Halifax .....	11,060	19,733	377	2,855	13.2	2,750	4,394
Harnett .....	10,930	5,058	516	2,431	21.2	486	896
Haywood .....	15,009	613	799	3,264	24.4	59	134
Henderson .....	12,345	1,759	393	2,685	14.6	185	384
Hertford .....	5,895	8,391	290	1,434	20.1	889	1,572
Hyde .....	5,264	4,014	196	1,200	15.1	394	806
Iredell .....	21,732	7,332	646	4,839	13.3	827	1,529
Jackson .....	10,922	591	609	2,353	25.8	61	127
Johnston .....	24,079	8,171	1,294	5,382	24.0	921	1,618
Jones .....	4,466	3,760	192	1,098	17.4	331	742
Lenoir .....	10,592	8,046	545	2,594	20.9	897	1,697
Lincoln .....	12,537	2,061	485	2,613	18.5	239	567
McDowell .....	10,673	1,893	462	2,297	20.1	205	366
Macon .....	11,431	673	479	2,319	20.6	69	116
Madison .....	20,086	551	1,076	4,068	26.4	53	133
Martin .....	8,056	7,327	408	1,904	21.4	908	1,498
Mecklenburg .....	31,393	23,873	653	7,340	8.8	2,585	5,059
Mitchell .....	14,685	536	816	2,970	27.4	62	126
Montgomery .....	10,515	3,682	506	2,402	21.0	417	767
Moore .....	15,773	7,849	489	3,627	13.4	737	1,592
Nash .....	14,856	10,619	814	3,542	22.9	1,313	2,283
New Hanover .....	12,663	13,109	162	3,159	5.1	1,202	3,108
Northampton .....	9,931	12,118	425	2,281	18.6	1,450	2,470
Onslow .....	8,330	3,610	426	2,044	20.8	3,000	704
Orange .....	9,429	5,261	412	2,306	17.8	611	1,104
Pamlico .....	5,408	2,637	239	1,275	18.7	254	581
Pasquotank .....	6,630	7,027	221	1,651	13.3	719	1,525
Pender .....	6,472	6,909	255	1,542	16.5	704	1,309
Perguinans .....	5,088	5,003	266	1,207	17.0	422	1,063
Person .....	9,662	7,023	601	2,125	28.2	963	1,297

County	White Population 1900	Negro Population 1900	Total No. of Native White Il- literate Voters, 1900	Total No. of Native White Voters, 1900	Percentage of White Voters Illiterate, 1900	Native Negro Illiter's 21 yrs. and over, 1900	Total No. of Negro's 21 yrs. old & over, 1900
Pitt	15,397	15,492	815	3,788	21.5	1,804	3,080
Polk	5,797	1,207	303	1,279	23.6	118	227
Randolph	24,560	3,672	1,037	5,502	18.8	361	755
Richmond	8,092	7,763	279	1,890	14.7	910	1,572
Robeson	19,577	16,917	855	4,551	18.7	1,601	3,200
Rockingham	21,544	11,617	985	4,862	20.2	1,383	2,256
Rowan	22,948	8,115	633	5,402	11.7	961	1,880
Rutherford	20,659	4,441	762	4,450	17.1	377	849
Sampson	17,250	9,130	933	3,964	23.5	877	1,526
Scotland	5,709	6,710	263	1,365	19.2	772	1,314
Stanly	13,421	1,799	513	2,709	21.8	174	380
Stokes	16,875	2,991	1,174	3,003	32.9	466	594
Surry	22,609	2,904	1,411	4,980	28.2	333	594
Swain	7,352	174	394	1,545	25.4	15	35
Transylvania	6,005	615	175	1,338	13.0	63	128
Tyrell	3,518	1,462	187	844	22.1	156	321
Union	19,157	7,999	681	4,042	16.8	844	1,509
Vance	6,929	9,755	281	1,671	16.8	1,071	1,842
Wake	30,267	24,358	1,358	7,584	17.9	2,528	5,083
Warren	6,082	13,069	185	1,393	13.2	1,305	2,441
Washington	5,242	5,366	234	1,267	18.4	573	1,136
Watauga	13,026	391	578	2,686	21.5	49	84
Wayne	17,934	13,419	758	4,159	18.2	1,202	2,785
Wilkes	24,435	2,437	1,567	5,073	30.9	239	447
Wilson	13,691	9,905	764	3,290	23.1	1,193	2,066
Yadkin	12,895	1,187	660	2,826	33.3	137	261
Yancey	11,181	283	797	2,294	30.8	41	65

## WHITE ILLITERATE VOTERS.

North Carolina has 286,812 native white voters, 54,334 of whom are illiterate; percentage of illiteracy, 18.9. There are forty-three counties in North Carolina in which the illiterate native white voters are in excess of 20 out of every 100. Those counties are: Hertford, with 20.1 in every 100; Rockingham, 20.2; Macon, 20.6; Onslow, 20.8; Lenoir, 20.9; Montgomery, 21; Dare, 21.2; Harnett, 21.2; Ashe, 21.3; Davie, 21.4; Martin, 21.4; Davidson, 21.5; Pitt, 21.5; Watauga, 21.5; Caldwell, 21.8; Stanley, 21.8; Camden, 22; Cleveland, 22.1; Tyrrell, 22.1; Burke, 22.5; Graham, 22.8; Nash, 22.9; Duplin, 23.1; Wilson, 23.1; Yadkin, 23.3; Sampson, 23.5; Polk, 23.6; Clay, 23.7; Cherokee, 23.8; Johnston, 24; Franklin, 24.3; Haywood, 24.4; Gates, 24.7; Swain, 25.4; Greene, 25.6; Jackson, 25.8; Madison, 26.4; Mitchell, 27.4; Person, 28.2; Surry, 28.2; Yancey, 30.8; Wilkes, 30.9; Stokes, 32.9.

“Preach a crusade against ignorance; establish and improve the law for educating the common people.” — THOMAS JEFFERSON, Letter to George Wythe, Washington Edition Jefferson’s Works, Vol. II, p. 7.

“The strength of every community is dependent upon the average of the intelligence of that community, and this intelligence is dependent

upon the education of the entire mass and not of the few.” — GOVERNOR CHARLES B. AYCOCK.

Some anxious souls continue to wonder why so many people are indifferent as to the education of their children. Remember that the cure for such indifference is to convince parents that it is as much their religious duty to train their children as it is their duty to observe the law: “Thou shalt not steal.” All the people are convinced that stealing is morally wrong, hence they will not tolerate thieves in good society. Whenever parents are convinced that keeping people in ignorance is morally wrong, they will not tolerate that crime any more than they now tolerate crimes against property rights.

## COUNTY SUPERVISION.

ITS NECESSITY RECOGNIZED BY THE LAST SCHOOL LAW. — AMOUNTS SPENT BY THE COUNTIES FOR SUPERVISION IN 1902. — TWENTY-THREE COUNTIES AND CITIES COMPARED.

Expert leadership and supervision are recognized as essential to the proper conduct of any great business. Surely the education of the children of a great state is a great business. The North Carolina cities long ago recognized this fact. If those cities which have established graded schools and pay a large per cent. of their school funds

each year to make certain their schools are well planned and conducted, find it a profitable investment, there can scarcely be any doubt but that it would be a profitable and paying investment for the county board of education to employ competent and expert school men to supervise the country schools.

In the cities the supervisor has the most favorable conditions surrounding his work. The county superintendent has a much larger area to cover, many more teachers to direct, and many more people to inspire with right ideas about the education of their children than has the city superintendent. This makes it all the more important that county superintendents be trained men and devoted to their work, spending all their time in bringing the benefits of education to all the children.

There are nine counties in North Carolina that pay their superintendents less than \$100 a year! There are 40 counties out of the 97 that now pay their educational leaders less than \$300 per year! There are 70 out of the 97 counties that pay their county superintendents less than \$400 per year! Of course, these figures mean one of two things: The North Carolina county superintendent must make a living at something else or he must be an incompetent supervisor. The world knows expert men can not be obtained for such salaries.

The present school law recog-

nizes the necessity of remedying this condition of affairs, knowing full well that there can be no educational progress except under an expert leader. Therefore, the last General Assembly of North Carolina said in law that county boards of education may hereafter employ a county superintendent for his entire time at such salary as they may deem reasonable and just, provided the total county school fund exceeds \$15,000. This will enable the following counties to have superintendents who can be something more than clerks and examiners: Craven, Duplin, Gaston, Moore, Pitt, Randolph, Davidson, Guilford, Johnston, Beaufort, Rockingham, Rutherford, Vance, Alamance, Edgecombe, Granville, Iredell, Nash, Union, Cabarrus, Forsyth, Robeson, Wilson, Cleveland, Cumberland, Durham, New Hanover, Mecklenburg, Wayne, Rowan, Buncombe, and Wake; 32 counties in all, nearly one-third of all the counties in the State.

Twelve other counties have school funds ranging between twelve and fifteen thousand dollars each, which means that they will likely be enabled at an early day to employ a county superintendent for all his time on the same conditions as the 32 counties named above.

The following table gives the present salaries of the several county superintendents and the total receipts for school purposes reported to the State Superintend-



ent of Public Instruction, June 30,  
1902:

Counties that pay their county  
superintendents less than \$100 per  
year:

COUNTY	SALARY	SCHOOL FUND
Stanly .....	\$ 78 00	\$11,403
Transylvania .	92 00	3,442
Tyrrell .....	69 00	2,775
McDowell ...	69 00	6,402
Haywood ....	30 00	12,256
Dare .....	88 10	2,976
Clay .....	93 65	2,353
Camden .....	62 35	4,165

## 9

Counties that pay their county  
superintendents less than \$200 and  
more than \$100 a year:

Alexander ...	\$124 00	\$ 5,956
Alleghany ...	175 50	5,086
Burke .....	185 50	9,258
Chowan .....	162 00	7,766
Currituck ....	154 00	5,822
Graham .....	184 00	2,875
Henderson ...	177 50	8,457
Jackson .....	185 75	6,297
Jones .....	140 50	5,212
Macon .....	102 00	8,646
Mitchell .....	131 80	5,839
Montgomery .	135 00	9,119
Pamlico .....	106 00	4,242
Perquimans ..	151 50	6,347
Person .....	154 44	11,344
Sampson ....	159 50	13,848
Swain .....	125 00	4,521
Yancey .....	102 00	5,280

## 18

Counties that pay their county  
superintendents less than \$300 and  
more than \$200 a year:

Bladen .....	\$228 36	\$ 8,802
Carteret .....	242 00	6,571
Catawba ....	252 50	12,746
Cherokee ....	279 25	6,834

Craven .....	250 00	16,270
Davie .....	261 88	6,848
Duplin .....	294 00	15,178
Gaston .....	280 35	19,765
Halifax .....	268 63	24,315
Hyde .....	201 00	4,688
Moore .....	288 30	16,051
Pitt .....	209 00	24,301
Polk .....	212 50	5,264
Randolph ....	225 50	17,766
Scotland ....	283 00	7,146
Watauga ....	276 11	7,119
Wilkes .....	283 60	12,755
Yadkin .....	242 95	8,354

## 18

Counties that pay their county  
superintendents less than \$400 and  
more than \$300 a year:

Anson .....	\$305 90	\$10,655
Ashe .....	400 00	12,008
Brunswick ...	333 96	8,619
Caldwell ....	345 00	9,641
Caswel .....	361 00	8,024
Chatham ....	362 46	14,251
Columbus ....	380 93	13,329
Davidson ....	357 00	15,395
Gates .....	343 62	6,022
Greene .....	348 75	7,459
Guilford ....	400 00	29,710
Harnett .....	378 00	8,697
Hertford ....	317 75	9,091
Johnston ....	310 50	25,026
Lenoir .....	364 00	12,705
Lincoln .....	310 00	9,968
Martin .....	329 71	11,660
Northampton .	399 00	13,903
Onslow .....	335 00	6,829
Orange .....	396 59	11,982
Pasquotank ..	300 00	12,731
Pender .....	377 31	7,241
Stokes .....	346 00	10,871
Surry .....	319 00	13,223
Washington ..	366 00	7,064

## 25

Counties that pay their county

superintendents less than \$500 and more than \$400 a year:

Beaufort . . . .	\$420 00	\$16,727
Richmond . . . .	405 00	10,706
Rockingham . . .	450 00	21,442
Rutherford . . . .	422 50	14,181
Vance . . . . .	479 67	17,187
Warren . . . . .	480 00	11,810

6

Counties that pay their county superintendents less than \$600 and more than \$500 a year:

Alamance . . . .	\$518 58	\$18,368
Bertie . . . . .	504 00	13,710
Edgecombe . . . .	561 45	24,093
Franklin . . . . .	546 00	13,735
Granville . . . . .	550 57	14,597
Iredell . . . . .	502 50	20,800
Madison . . . . .	529 40	11,052
Nash . . . . .	526 01	17,303
Union . . . . .	546 00	17,196

9

Counties that pay their county superintendents less than \$700 and more than \$600 a year:

Cabarrus . . . .	\$700 00	\$16,074
Forsyth . . . . .	667 42	33,043
Robeson . . . . .	658 37	18,101
Wilson . . . . .	700 00	22,965

4

Counties that pay their county superintendents less than \$800 and more than \$700 a year:

Cleveland . . . .	\$720 16	\$17,480
Cumberland . . . .	754 23	18,877
Durham . . . . .	787 50	29,381
New Hanover . . .	780 00	36,136

4

Counties that pay their county superintendents less than \$900 and more than \$800 a year:

Mecklenburg . . .	\$852 00	\$48,199
Wayne . . . . .	879 00	24,567

2

Counties that pay their county superintendents less than \$1,000 and more than \$900 a year:

Rowan . . . . .	\$985 52	\$25,603
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1

Counties that pay their county superintendents more than \$1,000 a year:

Buncombe . . . . .	\$1,248	\$39,054
Wake . . . . .	1,166	58,155

2

#### COUNTY AND CITY SUPERVISION

##### COMPARED.

The following table shows the amount spent in 23 leading towns and cities for general supervision, also the amount spent for supervision by the counties in which those cities are situated. The total school fund of the cities and the counties is given, the percentage of the city and the county funds spent for supervision is also given, as well as the number of teachers supervised by the various city and county superintendents.

The area of the counties, the population of the counties, and the population of the cities are given that a complete view of the difference in the difficulty between city and county supervision may be obtained. The population is that of Census 1900; the other data is from State Superintendent's report, 1902:

County and City.	Amount spent for General Super- vision by city, 1902.	Total City School Fund, 1902.	Per cent of City Fund spent for Supervision, 1902.	Number of Teach- ers in city, both races, 1902.	Amount spent for General Super- vision by County, 1902.	Total County School Fund, 1902.	Per cent of County Fund spent for Supervision, 1902.	Number of Teach- ers in County, both races, 1902.	Area of County.	Population of City 1900.	Population of County, 1900.
Asheville (Buncombe) ...	\$1,400	\$20,646	4.6	31	\$1,248	\$30,040	3.2	64	624	14,604	29,594
Burlington (Alamance) ..	1,200	8,079	14.8	10	518	18,746	2.8	66	494	3,692	21,973
Charlotte (Mecklenburg) ..	1,800	48,309	3.7	49	852	48,199	1.8	84	599	18,091	37,177
Asheboro (Randolph) ...	495	2,280	21.2	4	225	17,766	1.2	114	704	992	27,240
Concord (Cabarrus) .....	1,200	11,939	10.5	14	700	16,074	4.3	54	21	7,910	14,546
Durham (Durham) .....	2,000	29,468	6.7	34	787	29,381	2.6	34	17	6,679	19,554
Goldshoro (Wayne) .....	1,500	16,237	9.2	20	879	24,567	3.5	70	40	7,946	23,410
Oxford (Granville) .....	900	4,483	20.7	5	550	14,597	3.7	54	43	2,059	21,204
Greensboro (Guilford) ...	1,500	26,778	5.6	37	400	20,710	1.3	91	30	10,035	29,039
Monroe (Union) .....	1,000	11,143	8.9	10	546	17,196	3.1	88	34	2,427	24,729
New Bern (Craven) .....	1,000	7,223	12.9	13	250	16,270	1.5	41	31	685	15,070
Raleigh (Wake) .....	2,000	41,252	4.8	39	1,666	58,155	2.8	64	64	13,643	40,983
Mt. Olive (Wayne) .....	800	3,397	23.5	3	879	24,567	3.5	70	40	7,946	23,410
Salisbury (Rowan) .....	1,100	13,275	8.3	15	985	25,603	3.8	81	36	6,277	24,789
Lexington (Davidson) ....	675	4,100	16.4	3	357	15,395	2.3	92	19	1,234	22,159
Statesville (Iredell) .....	1,200	6,712	17.8	8	562	20,800	2.4	96	37	3,141	25,023
Washington (Beaufort) ..	900	6,368	14.1	11	5	16,727	2.5	71	39	4,842	21,562
Waynesville (Haywood) .	900	3,641	24.7	7	(?) 30	12,256	...	51	1	1,307	14,915
Wilson (Wilson) .....	1,200	12,692	9.6	13	700	22,965	3.4	47	23	3,525	20,071
Selma (Johnston) .....	600	2,500	24.0	5	310	25,026	1.2	109	36	816	31,434
Rocky Mt. (Nash) .....	900	7,340	12.1	11	526	17,303	3.0	63	40	2,937	22,541
Rockingham (Richmond) .	1,000	3,300	30.3	5	495	10,706	3.7	40	32	1,507	14,348
Reidsville (Rockingham)	1,000	10,887	9.1	11	450	21,422	2.1	77	41	3,262	29,901

The above table clearly shows one of two things: (a) the cities are spending entirely too much for the supervision of their schools, or (b) the counties are spending entirely too little, considering their area and the larger number of teachers to be directed, as well as the larger population to inspire with right ideas as to the education of the children.

## EDUCATIONAL WASTE.

SOME REASONS FOR CONSOLIDATING SCHOOLS. A NOTABLE INSTANCE.

The average monthly salary of white teachers in North Carolina in 1886 was \$25.00 for 11.75 weeks. The average monthly salary of colored teachers during the same year was \$22.52 for 12 weeks. There were, in 1888, 3,779 white school houses, 4,763 white districts, and 4,438 white schools taught. The total school fund of the state was \$670,671 in 1886. In 1888 there were 1,766 colored school houses, 2,317 colored schools taught, and 2,031 colored districts. This was the first year the number of school houses and districts was reported.

In 1902 the average salary of white teachers was \$26.78 for 16.45 weeks. The average salary of colored teachers during the same year was \$22.19 for 15.23 weeks. There were 5,028 public school houses for whites, 5,491 schools taught, and 5,653 white districts. The total school fund of the state, deducting amounts apportioned to city schools and amounts raised by local taxation, was a little more than \$1,250,000.

In 1902 there were 2,236 colored school houses, 2,376 colored schools taught, and 2,441 colored districts.

What do these figures mean? They mean that the average monthly salary of white teachers increased \$1.78 in the 16 years between 1886 and 1902; that the aver-

age monthly salary of colored teachers decreased 33 cents. They mean that the average school term during these 16 years increased 4.70 weeks for whites and 3.23 weeks for negroes, while the state school fund increased \$579,329, an increase of 46.3 per cent! The rate of taxation on property for schools increased more than 100 per cent. during this period.

Naturally it will be inquired, where did all this increase go? For what was it spent? The teachers did not get any appreciable increase of salary. The school term was made a month longer, it is true. Still that does not account for the expenditure of the large increase of the fund for schools.

The increased school fund was largely spent in maintaining and teaching 1,053 more white schools in 1902 than in 1888 and in maintaining and teaching 59 more negro schools in 1902 than in 1888; in all, 1,112 more schools.

## THE TESTIMONY OF EXPERIENCE.

The Report of the U. S. Commissioner of Education (1901, Vol. 1, p. XXIV) says in regard to the consolidation of rural schools in Massachusetts, Indiana, New Hampshire, and Nebraska:

"Upon the success of this movement rests the chief hope for the improvement of the rural school. It is fortunate that a device which changes the ungraded school into a graded school involves a saving of expense. Better teachers, more



sanitary buildings, less personal exposure on the part of pupils, better classification, and many lesser advantages are commending this reform to county superintendents over the country. It was first tried in certain rural towns in Massachusetts, notably Quincy and Concord."

In many parts of North Carolina and the South the consolidation of schools could be effected without any extra cost for the transportation of pupils.

## WHITE DISTRICTS, 1902.

The following table gives the area of each county, the number of white schools maintained in 1902, and the average area to each school house:

	Area	Size of average white district in square miles	Number of white schools, 1902			
Alamance .....	494	7.5	66	Cumberland .....	1,008	12.6
Alexander .....	297	5.9	50	Currituck .....	273	8.3
Alleghany .....	223	5.4	41	Dare .....	405	22.5
Anson .....	551	9.6	51	Davidson .....	563	5.8
Ashe .....	399	3.9	103	Davie .....	264	6.1
Beaufort .....	819	11.4	72	Duplin .....	830	10.2
Bertie .....	712	11.1	64	Durham .....	284	7.4
Bladen .....	1,013	14.9	68	Edgecombe .....	515	....
Brunswick .....	812	16.5	49	Forsyth .....	369	5.1
Buncombe .....	624	6.0	103	Franklin .....	471	9.0
Burke .....	534	8.2	65	Gaston .....	359	4.7
Cabarrus .....	387	6.6	58	Gates .....	356	10.2
Caldwell .....	507	6.1	82	Graham .....	302	14.4
Camden .....	218	10.9	20	Granville .....	504	9.9
Carteret .....	538	15.4	35	Greene .....	258	7.8
Caswell .....	396	10.5	37	Guilford .....	674	7.2
Catawba .....	408	5.0	81	Halifax .....	681	7.4
Chatham .....	785	8.9	88	Harnett .....	596	9.9
Cherokee .....	451	9.8	46	Haywood .....	541	9.6
Chowan .....	161	7.7	21	Henderson .....	362	7.2
Clay .....	185	10.3	18	Hertford .....	339	11.3
Cleveland .....	485	5.8	83	Hyde .....	596	19.8
Columbus .....	937	10.5	89	Iredell .....	592	6.2
Craven .....	685	15.2	45	Jackson .....	494	11.2
				Johnston .....	688	6.4
				Jones .....	403	13.9
				Lenoir .....	436	9.9
				Lincoln .....	296	5.0
				Macon .....	531	9.5
				McDowell .....	437	7.8
				Madison .....	431	5.5
				Martin .....	438	9.1
				Mecklenburg .....	590	7.2
				Mitchell .....	362	6.1
				Montgomery .....	489	9.2
				Moore .....	798	9.3
				Nash .....	584	9.6
				New Hanover .....	199	15.3
				Northampton .....	523	12.4
				Onslow .....	645	12.9
				Orange .....	386	7.7
				Pamlico .....	358	13.3
				Pasquotank .....	231	10.5
				Pender .....	883	18.0
				Perquimans .....	251	8.7
				Person .....	386	10.2
				Pitt .....	644	7.3
				Polk .....	258	8.0
				Randolph .....	795	7.4
				Richmond .....	466	8.5
				Robeson .....	1,043	12.5
				Rockingham .....	573	7.9
				Rowan .....	483	5.9
				Rutherford .....	547	7.4
				Sampson .....	921	11.7
				Scotland .....	387	....
				Stanley .....	413	5.9
				Stoke .....	472	5.9
				Surry .....	531	6.2
				Swain .....	560	16.4
				Transylvania .....	371	11.6

Tyrrell .....	397	14.7	27
Union .....	561	6.5	86
Vance .....	276	8.0	36
Wake .....	841	8.1	103
Warren .....	432	16.6	25
Washington .....	334	11.5	29
Watauga .....	330	5.4	61
Wayne .....	597	8.5	70
Wilkes .....	718	6.6	109
Wilson .....	392	8.3	47
Yadkin .....	334	5.5	60
Yancey .....	302	6.7	45

## NUMBER OF DISTRICTS NECESSARY.

The land area of North Carolina is 48,580 square miles. There were 5,652 white districts reported on June 30, 1902. This means that the average white district in North Carolina is 8.5 square miles in area. But if the average district were 17 square miles, just twice as large as at present, with the school house in the center, no child in the State would need walk quite three miles to school. Those who would walk so far would necessarily have to live in one corner of a district.

In actual practice many school districts in the State could be as large as 20 square miles, while some districts would have to be smaller than 17 square miles, the average. But still a fair estimate, accounting for all real geographical obstacles, would not place the total number of white districts actually necessary for the complete accommodation of all the white children of the State beyond 3,000, only a few less districts than there were in 1885.

## MEANING OF 3,000 DISTRICTS.

If there were only 3,000 white districts in North Carolina, which number is amply sufficient, it would

mean the abandonment of 2,652 districts and poor school houses, and the concentration of nearly half the present white school property of \$1,163,661 into 3,000 houses instead of 5,652 houses. This alone would vastly improve the white public school houses of the State.

Moreover, it would enable the schools to be graded. Some schools could have three, others two teachers; in a few instances one teacher would be enough. The present rural school fund of \$1,250,000 could be used in 3,000 districts and about 2,500 colored districts. In all, North Carolina would need about 5,500 schools for both races. This would mean an average school fund for each school of nearly \$230. At the present average salary, \$25, this fund would mean a four and three-fifths months' term in all the 5,500 districts, with two teachers in every school.

With the \$200,000 school house loan fund now available, 400 school houses, costing \$500 each, can be built this year, 40 next year, and an increasing number each year thereafter, the number depending on the increasing amount of interest that will annually accrue to the fund. This means that by consolidation of districts and the proper administration of the fund, the near future may see a decent school house within easy reach of every child in the State. With the good school houses the State already has, and the total number to be maintained limited to



BEFORE CONSOLIDATION



AFTER CONSOLIDATION



3,000 for whites and 2,500 for negroes, the outlook for decent school houses everywhere ought to be inspiring.

#### DOES CONSOLIDATION PAY?

During 1902, three school districts in Mangum township, Durham County, were consolidated into one district, with the following results:

I. Salary of teachers before consolidation:

1. Salary of teacher in District 1, \$35 per month.
2. Salary of teacher in District 2, \$35 per month.
3. Salary of teacher in District 3, \$35 per month.

II. Length of term before consolidation:

1. Term in District 1, 6 months.
2. Term in District 2, 6 months.
3. Term in District 3, 6 months.

III. Average daily attendance in districts before consolidation:

1. Average daily attendance in District 1, 15.
2. Average daily attendance in District 2, 16.
3. Average daily attendance in District 3, 24.

IV. Results of consolidation:

1. Total salary of two teachers, \$100 per month.
2. Length of term, 7 months.
3. Average daily attendance, 80 out of total enrollment of 113.
4. Greatly increased interest in public education; three poor school houses abandoned and one neat, comfortable house erected; a graded school.

#### MORE EDUCATIONAL WASTE.

The following item appeared in many of the State papers during March, 1903:

"The State warrants were sent out last Thursday for \$99,750, to 73 counties, being the amount allowed them to bring their school terms up to four months. The list is as follows: Alamance, \$1,171; Alexander, \$1,725; Alleghany, \$2,050; Anson, \$2,610; Ashe, \$2,460; Beaufort, \$1,371; Bertie, \$597; Bladen, \$2,754; Brunswick, \$1,575; Burke, \$1,833; Cabarrus, \$2,720; Caldwell, \$1,702; Camden, \$242; Carteret, \$178; Caswell, \$2,473; Catawba, \$953; Chatham, \$2,185; Cherokee, \$671; Clay, \$363; Cleveland, \$3,691; Columbus, \$2,112; Craven, \$780; Cumberland, \$3,032; Currituck, \$1,217; Dare, \$1,257; Davidson, \$889; Duplin, \$1,217; Franklin, \$1,008; Gaston, \$407; Gates, \$870; Graham, \$339; Granville, \$996; Greene, \$529; Harnett, \$2,335; Haywood, \$168; Henderson, \$908; Hyde, \$554; Iredell, \$597; Jackson, \$705; Johnston, \$404; Jones, \$1,425; Lincoln, \$1,377; Macon, \$1,064; Madison, \$1,245; McDowell, \$1,922; Mitchell, \$1,973; Montgomery, \$1,493; Moore, \$2,067; Northampton, \$723; Onslow, \$530; Orange, \$1,315; Pender, \$503; Perquimans, \$852; Person, \$584; Polk, \$1,140; Randolph, \$1,891; Richmond, \$199; Robeson, \$710; Rockingham, \$1,582; Rutherford, \$4,521; Sampson, \$1,469; Stanly, \$2,079; Stokes,



\$1,539; Surry, \$1,001; Transylvania, \$1,355; Tyrrell, \$445; Union, \$1,877; Warren, \$127; Watauga, \$2,057; Wilkes, \$2,954; Yadkin, \$1,231; Yancey, \$2,223; Scotland, \$105."

In many instances these special appropriations were made necessary by the excessive number of school districts. Let us illustrate by one county that received more than \$1,200. This county on June 30, 1902, reported, after deducting all other expenses, the sum of \$8,543.53 for the payment of teachers' salaries during the year just closed. There were 57 white schools and 14 colored schools reported to have been taught, the average salary of white teachers being a little less than \$26 a month, while the average salary of colored teachers was a little less than \$24 a month. The area of this county is 296 square miles. The average area of a white district, therefore, is now only five square miles. Instead of having 57 white schools, the county could put a school house within two miles of every child in the county if she would limit the number of white schools to 20, making the average school district something less than 15 square miles, or about  $3\frac{3}{4}$  miles square. There are no geographical reasons why this could not be done. Then this county would have 20 white schools and 14 colored schools; in all, 34 schools. This would mean \$252 a year for each school, for the payment of teachers

alone, securing a four and one-fifth months term at every school house and two teachers each, receiving an average salary of \$30 a month, instead of less than \$25 as now.

#### WHITE ILLITERACY IN NORTH CAROLINA.

When we hear anything said as to the high percentage of illiteracy in North Carolina and the South, we are apt to lay the flattering unction to our souls that it is the abnormal proportion of negro illiterates that raises the general percentage so high, and that but for the blacks we shouldn't make a very bad comparison with other sections after all. But such is not the case, and we should not deceive ourselves longer by believing it.

Statistics recently compiled by the Southern Education Board show that there are in all the United States only 217 counties in which one-fifth or more of the native white males of voting age are illiterate—212 of these counties being in Southern States and 43 of them in North Carolina. Our commonwealth has the unenviable distinction as being named as "one of the two states in which nearly half the counties are in this class."

The forty-three North Carolina counties in which more than 20 per cent. of the native white voters are illiterate—negroes and foreigners being entirely left out of consideration—are as follows:

Hertford, 20.1; Rockingham, 20.2; Macon, 20.6; Onslow, 20.8;

Lenoir, 20.9; Montgomery, 21; Dare, 21.2; Harnett, 21.2; Ashe, 21.3; Davie, 21.4; Martin, 21.4; Davidson, 21.5; Pitt, 21.5; Watauga, 21.5; Caldwell, 21.8; Stanly, 21.8; Camden, 22; Cleveland, 22.1; Tyrrell, 22.1; Burke, 22.5; Graham, 22.8; Nash, 22.9; Duplin, 23.1; Wilson, 23.1; Yadkin, 23.3; Sampson, 23.5; Polk, 23.6; Clay, 23.7; Cherokee, 23.8; Johnston, 24; Franklin, 24.3; Haywood, 24.4; Gates, 24.7; Swain, 25.4; Greene, 25.6; Jackson, 25.8; Madison, 26.4; Mitchell, 27.4; Person, 28.2; Surry, 28.2; Yancey, 30.8; Wilkes, 30.9; Stokes, 32.9.

In this connection, the following extract from Superintendent Joyner's recently issued biennial report will be read with interest:

"The United States Census Report for 1900 shows that 28.7 per cent. of the total population of the State, 19.5 per cent. of the white population, and 47.6 per cent. of the negro population, are illiterate, i. e., can neither read nor write. North Carolina stands in illiteracy of white population, second; of total population, tenth; of negro population, sixth. The census report also shows, however, that since 1890 the illiteracy of total population in this State has been decreased from 35.7 per cent., white illiteracy from 23.1 per cent., and negro illiteracy from 60.1 per cent.

"Of the total population of the United States, 10.7 is illiterate, of the total white population, 6.2 per

cent., and of the total negro population, 44.5 per cent.

"In total illiteracy, in white illiteracy, and in negro illiteracy, North Carolina is considerably above the average of the United States. The per cent. of white illiteracy in North Carolina is more than three times as great as the average per cent. of white illiteracy for the United States."

All this goes to show that there remaineth very much land to be possessed before the friends of education in North Carolina can afford to rest on their laurels. Meanwhile, 1908 draws on apace, and its black shadow of prospective disfranchisement grows larger and more ominous with every passing day.—*Progressive Farmer*.

### LOCAL TAXATION.

#### AN EXHIBIT SHOWING POSSIBLE RESULTS IN 15 RURAL TOWNSHIPS IN GUILFORD COUNTY.

The following facts and figures will show at a glance what local taxation will do for the rural schools of Guilford County. What is true of Guilford is substantially true of two-thirds of the counties of the State. The figures are for the 15 rural townships:

	WHITE	COLOR	TOTAL
Polls ..	2,160	426	2,586
Total			
property	\$2,640,940	\$59,927	\$2,700,867
NUMBER OF PERSONS PAYING TAXES.			
	WHITE	COLOR	TOTAL
On poll only.....	349	178	527
On less than \$300			
of property.....	1,823	485	2,308
On \$300 to \$500...	550	24	574
On \$500 to \$1,000..	779	13	792

On \$1,000 to \$5,000	650	3	653
On over \$5,000....	32	...	32
Total number of			
taxpayers.....	4,183	703	4,886
Total fund for schools in 15			
townships at present.....			\$12,327
If special tax is voted, 2,568 polls			
at 90 cts. would add			\$2,327.40
And \$2,700,867 of property			
at 30 cts. would			
add .....	8,102.60		10,430

Making total school fund..... \$22,757  
increasing fund 85 per cent.

Of this increase four-sevenths of the taxpayers would pay less than 90 cents property tax, and only 32 taxpayers would pay more than \$15.

#### EXHIBIT BY TOWNSHIPS.

An exhibit showing what local taxation would do for the schools of Greene township:

	WHITE	COLORED	TOTAL
Polls .....	173	15	168
Total value of			
property...	\$208,312	\$1,952	\$210,264

#### NUMBER OF PERSONS PAYING TAXES.

	WHITE	COLORED	TOTAL
On poll only.....	17	5	22
On less than \$300			
of property.....	163	13	181
On \$300 to \$500..	48	1	49
On \$500 to \$1,000.	60	..	60
On \$1,000 to \$5,000	51	..	51
On over \$5,000...	1	..	1

Grand total ..... 345 19 364  
Total apportion for schools now \$1,005

If special tax is voted, 118 polls at  
90 cts. would add..... \$169.20  
And \$210,264 of property  
at 30 cents would add 630.80 800

Making total school fund..... \$1,805  
increasing fund 80 per cent.

Of this increase five-ninths of taxpayers would pay less than 90 cents property tax, and only one would pay more than \$15.

An exhibit showing what local taxation would do for the schools of Washington township:

	WHITE	COLORED	TOTAL
Polls .....	133	13	146
Total value of			
property...	\$132,060	\$1,027	\$133,087

#### NUMBER OF PERSONS PAYING TAXES.

	WHITE	COLORED	TOTAL
On poll only.....	19	5	24
On less than \$300			
of property.....	124	14	138
On \$300 to \$500..	34	..	34
On \$500 to \$1,000.	50	..	50
On \$1,000 to \$5,000	34	..	34
On over \$5,000...	2	..	2
Total number of			
taxpayers.....	263	19	282
Total apportioned for schools			
now .....			\$ 637.00
If special tax is voted, 146			
polls at 90c. would			
add .....	\$131.40		
And \$133,087 of property			
at 30c. would			
add .....	399.26		530.66

Making total school fund..... \$1,167.66  
increasing fund 80 per cent.

Of this increase four-sevenths of the taxpayers would pay less than 90 cents property tax, and only two would pay more than \$15.

An exhibit showing what local taxation would do for the schools of Madison township:

	WHITE	COLORED	TOTAL
Polls .....	118	32	150
Total value of			
of property	\$111,640	\$4,333	\$115,973

#### NUMBER OF PERSONS PAYING TAXES.

	WHITE	COLORED	TOTAL
On polls only.....	19	11	30
On less than \$300			
of property.....	93	33	126
On \$300 to \$500..	30	3	33
On \$500 to \$1,000.	39	..	39
On \$1,000 to \$5,000	31	..	31
On over \$5,000...	..	..	..
Total number of			
taxpayers.....	212	47	259
Total apportioned for schools			
now .....			\$ 682.00
If special tax is voted 150 polls			
at 90 cts. would add			\$135.00
And \$115,975 property			
would add.....	347.91		482.91

Making total school fund..... \$1,174.91  
increasing fund 75 per cent.

Of this increase three-fifths of property owners would pay less than 90 cents property tax.

An exhibit showing what local

taxation will do for the schools of  
Deep River township:

	WHITE	COLORED	TOTAL
Polls .....	143	18	161
Total value of property....	\$146,693	\$1,269	\$147,962
NUMBER OF PERSONS PAYING TAXES.			
On poll only.....	13	7	20
On less than \$300 of property.....	126	15	141
On \$300 to \$500...	27	2	29
On \$500 to \$1,000.	58	..	58
On \$1,000 to \$5,000	39	..	39
Over \$5,000 .....	..	..	..
Total number of taxpayers.....	263	24	287
Total apportioned for schools now .....	\$ 625.00		
If special tax is voted 161 polls at 90 cents would add .....	\$144.90		
And \$147,962 of prop- erty at 30c would add .....	443.88	588.78	

Making total school fund..... \$1,213.78  
nearly doubling fund.

Of this increase four-sevenths of tax-  
payers would pay less than 90 cents  
property tax.

An exhibit showing what local  
taxation will do for the schools of  
Rock Creek Township:

	WHITE	COLORED	TOTAL
Polls .....	165	37	202
Total value of property....	\$265,581	\$5,654	\$271,235
NUMBER OF PERSONS PAYING TAXES.			
On poll only.....	34	15	49
On less than \$300 of property.....	138	44	182
On \$300 to \$500..	53	1	54
On \$500 to \$1,000.	45	3	48
On \$1,000 to \$5,000	55	..	55
On over \$5,000...	5	..	5
Total number of taxpayers.....	330	63	393
Total apportioned for schools now .....	\$ 862.00		
If special tax is voted, 202 polls at 90c. would add .....	\$181.80		
And \$271,235 of prop- erty at 30c. would add .....	813.70	995.50	

Making total school fund..... \$1,857.50  
increasing fund 115 per cent.

Of this increase five-ninths of the tax-  
payers would pay less than 90 cents  
property tax.

The following exhibit will show  
the benefit accruing to the schools  
of Clay township:

	WHITE	COLORED	TOTAL
Polls .....	164	11	175
Total valuation of property..	\$198,845	\$567	\$199,412
NUMBER OF PERSONS PAYING TAXES.			
On poll only.....	22	3	25
On less than \$300 of property.....	126	12	138
On \$300 to \$500..	44	..	44
On \$500 to \$1,000.	59	..	59
On \$1,000 to \$5,000	59	..	59
On over \$5,000...	1	..	1
Total number of taxpayers.....	311	15	326
Total appropriated for schools now,	\$646.00.		

If special tax is voted, 175 polls at 90  
cents would add \$157.50, and \$199,412  
property at 30 cents would add \$598.23.  
Amount added to present school fund,  
\$755.73, an increase of 116 per cent. Of  
this increase one-half of the taxpayers  
would pay less than 90 cents property  
tax.

An exhibit showing what local  
taxation would do for the schools  
of Center Grove township:

	WHITE	COLORED	TOTAL
Polls .....	91	46	137
Total value of property....	\$133,044	\$7,167	\$140,211
NUMBER OF PERSONS PAYING TAXES.			
On poll only.....	13	24	37
On less than \$300 of property.....	57	42	99
On \$300 to \$500..	22	3	25
On \$500 to \$1,000.	42	3	45
On \$1,000 to \$5,000	35	1	36
On over \$5,000...	2	..	2
Total number of taxpayers.....	171	73	244
Total apportioned for schools now .....	\$ 731.00		
If special tax is voted, 137 polls at 90c. would add .....	\$123.30		



And \$140,211 property  
would add..... 420.63 543.93

Making total school fund..... \$1,274.93  
increasing fund 75 per cent.

Of this increase seven-twelfths of the  
taxpayers would pay less than 90 cents  
property tax.

An exhibit showing what local  
taxation would do for the schools  
of Summerfield township:

	WHITE	COLORED	TOTAL
Polls .....	122	25	147
Total value of property... \$143,609	\$6,744	\$150,353	
NUMBER OF PERSONS PAYING TAXES.			
	WHITE	COLORED	TOTAL
On poll only.....	16	4	20
On less than \$300 of property.....	110	39	149
On \$300 to \$500..	37	3	40
On \$500 to \$1,000.	33	1	34
On \$1,000 to \$5,000	31	2	33
On over \$5,000...	3	..	3
Total number of taxpayers.....	230	49	279
Total apportioned for schools now .....			\$ 703.00
If special tax is voted, 147 polls would add....			\$132.30
And \$150,353 property would add.....	451.05	583.35	

Making total school fund..... \$1,286.35  
increasing fund over 80 per cent.

Of this increase more than four-sev-  
enths of the taxpayers would pay less  
than 90 cents property tax.

An exhibit showing what local  
taxation would do for the schools  
of Friendship township:

	WHITE	COLORED	TOTAL
Polls .....	162	62	224
Total value of property.. \$202,788	\$11,810	\$214,598	
NUMBER OF PERSONS PAYING TAXES.			
	WHITE	COLORED	TOTAL
On poll only.....	40	28	68
On less than \$300 of property.....	143	92	235
On \$300 to \$500..	47	6	53
On \$500 to \$1,000.	47	2	49
On \$1,000 to \$5,000	60	..	60
On over \$5,000...	1	..	1
Total number of taxpayers .....	338	128	366

Total apportioned for schools  
now .....

If special tax is voted, 224  
polls would add.... \$201.60

And \$214,598 property  
would add..... 643.79 844.39

Making total school fund..... \$2,134.39  
increasing fund 65 per cent.

Of this increase five-ninths of the tax-  
payers would pay less than 90 cents prop-  
erty tax.

An exhibit showing what local  
taxation would do for the schools  
of Jefferson township:

	WHITE	COLORED	TOTAL
Polls .....	140	31	171
Total value of property... \$193,133	\$2,562	\$195,695	
NUMBER OF PERSONS PAYING TAXES.			
	WHITE	COLORED	TOTAL
On poll only.....	27	19	46
On less than \$300 of property.....	119	26	145
On \$300 to \$500..	42	..	42
On \$500 to \$1,000.	67	1	68
On \$1,000 to \$5,000	54	..	54
On over \$5,000...	2	..	2
Total number of taxpayers.....	311	46	357
Total apportioned for schools now .....			\$1,037.00
If special tax is voted, 171 polls at 90c. would add .....			\$153.90
And \$195,695 property at 30c. would add..	587.08	740.97	

Making total school fund..... \$1,777.98  
increasing fund 72 per cent.

Of this increase four-sevenths of the  
taxpayers would pay less than 90 cents  
property tax.

An exhibit showing what local  
taxation would do for the schools  
of Fentress township:

	WHITE	COLORED	TOTAL
Polls .....	162	9	171
Total value of property... \$179,634	\$2,113	\$181,747	
NUMBER OF PERSONS PAYING TAXES.			
	WHITE	COLORED	TOTAL
On poll only.....	19	8	27
On less than \$300 of property.....	94	21	115
On \$300 to \$500..	35	..	35
On \$500 to \$1,000.	80	..	80

On \$1,000 to \$5,000	43	..	43
On over \$5,000...	1	..	1
Total number of			
taxpayers.....	272	29	301
Total apportioned for schools			
now .....			\$ 603.00
If special tax is voted, 171			
polls would add....			\$153.90
And \$181,747 property			
would add.....	545.24		699.14

Making total school fund.... \$1,302.14  
increasing fund 115 per cent.

Of this increase nearly one-half of the taxpayers would pay less than 90 cents property tax.

An exhibit showing what local taxation would do for the schools of Sumner township:

	WHITE	COLORED	TOTAL
Polls .....	146	27	173
Total value of			
property... \$151,479	\$2,312		\$154,291
NUMBER OF PERSONS PAYING TAXES.			
	WHITE	COLORED	TOTAL
On poll only.....	29	11	40
On less than \$300			
of property....	140	31	171
On \$300 to \$500..	42	1	43
On \$500 to \$1,000.	46	..	46
On \$1,000 to \$5,000.	32	..	32
On over \$5,000...	1	..	1
Total number of			
taxpayers .....	290	43	333
Total apportioned for schools			
now .....			\$ 954.00
If special tax is voted, 173			
polls would add....			\$155.70
And \$154,291 property			
would add.....	462.87		618.57

Making total school fund.... \$1,572.57  
increasing fund 65 per cent.

Of this increase nearly two-thirds of the taxpayers would pay less than 90 cents property tax.

An exhibit showing what local taxation would do for the schools of Monroe township:

	WHITE	COLORED	TOTAL
Polls .....	104	46	150
Total value of			
property... \$130,192	\$5,180		\$135,372
NUMBER OF PERSONS PAYING TAXES.			
	WHITE	COLORED	TOTAL
On poll only.....	18	21	39

On less than \$300			
of property.....	88	47	135
On \$300 to \$500..	16	3	19
On \$500 to \$1,000.	36	1	37
On \$1,000 to \$5,000	29	..	29
On over \$5,000...	2	..	2
Total number of			
taxpayers .....	189	72	361
Total apportioned for schools			
now .....			\$ 765.00
If special tax is voted, 150			
polls would add....			\$135.00
And \$135,372 property			
would add.....	406.11		541.11

Making total school fund.... \$1,306.11  
increasing fund 75 per cent.

Of this increase one-half of the taxpayers would pay less than 90 cents property tax.

An exhibit showing what local taxation would do for the schools of Jamestown township:

	WHITE	COLORED	TOTAL
Polls .....	193	21	214
Total value of			
property... \$302,864	\$3,295		\$306,159
NUMBER OF PERSONS PAYING TAXES.			
	WHITE	COLORED	TOTAL
On poll only.....	30	4	34
On less than \$300			
of property.....	179	24	203
On \$300 to \$500..	45	1	46
On \$500 to \$1,000.	71	1	72
On \$1,000 to \$5,000	59	..	59
On over \$5,000...	8	..	8
Total number of			
taxpayers .....	392	30	422
Total apportioned for schools			
now .....			\$1,010.06
If special tax is voted, 214			
polls would add....			\$192.60
And \$306,159 property			
would add.....	918.47		1,111.07

Making total school fund.... \$2,121.07  
increasing fund 110 per cent.

Of this increase four-sevenths of the taxpayers would pay less than 90 cents property tax; only eight taxpayers would pay as much as \$15 a year; and besides these eight, only 59 would pay as much as \$3 a year.

#### FACTS AS TO ALAMANCE.

The present rural school fund of Alamance County is \$16,639. There are 66 white schools and 28 colored

schools. The area of the county is 494 square miles, and the area of the average white school district is only 7.5 square miles, or considerably less than 3 miles square. The present school term is about four and one-half months for each race. The salary of the county superintendent is \$518, or 2.8 per cent. of the school fund. White teachers receive \$29 per month and colored teachers \$24.

The town of Burlington in Alamance County levies a local tax of 30 cents on each \$100 valuation of property and 90 cents on each poll, for school purposes. This is an additional tax to that levied by the State. Burlington's total school fund is \$8,079. She pays her school superintendent \$1,200 a year, or 14.8 per cent. of the school fund. He supervises the work of 11 teachers. The county superintendent must supervise 94 teachers scattered over 494 square miles!

If Alamance County, the rural part of it, would assume the same burden as the town of Burlington has assumed, the result would be as follows:

A thirty-cent tax on \$3,740,802 property would yield \$11,222.40; a 90-cent tax on 3,393 polls would yield \$3,053.70; increasing the present school fund of \$16,639 by \$14,275.10, making a total school fund of \$30,914.10 for the rural districts. Local taxation in Alamance County means, then, an increase of the present fund by 85 per cent. Of

the increased tax four-sevenths of all the taxpayers would pay less than 90 cents a year property tax, a very slight additional burden.

Alamance County could consolidate her 66 white schools in 33 schools, making an average white district of something like 15 square miles, or each less than four miles square. In such districts, locating the school house in the center, no child would have to walk more than 2.5 miles to school. This would make the total number of white and colored schools 61, giving \$506.80 annually to each school provided the local tax is levied.

What would \$506.80 for each school in Alamance County mean? It would mean the ability of the county superintendent to place two teachers in each school in the county for six and one-third months in each year, and pay them an average salary of \$40 a month, instead of \$26.50 as now.

Alamance County would have the same number of white and colored teachers as she now has, but their efficiency could be more than doubled because the increased salary would secure better teachers. The schools could be graded. The term could be materially lengthened. The 66 poor white school houses and grounds could be converted into 33 comfortable houses.

There are nine districts in Alamance which will vote on local taxation this spring. But it would be a great advance for the whole county

to take the same step. There could be no doubt about the results of such a step.

Finally, what is true of Alamance County is true of many other North Carolina counties. This definite exhibit is given in order to show the friends of education everywhere that the improvement and revolution of the rural schools is not a problem that must wait years for solution.

#### LOCAL TAXATION IN JACKSON.

Jackson is one of the mountain counties of the State, situated west of Asheville. The Murphy branch of the Western North Carolina Railroad passes through the county. Two typical townships have been selected to show what a small local tax would mean to the schools of that section.

An exhibit showing what local taxation would do for the schools of Cashiers' township:

	WHITE	COLORED	TOTAL
Polls .....	94	..	94
Total value of property....	\$142,302	..	\$142,302

#### NUMBER OF PERSONS PAYING TAXES.

	WHITE	COLORED	TOTAL
On polls only.....	27	..	27
On less than \$300 of property.....	129	..	129
On \$300 to \$500...	24	..	24
On \$500 to \$1,000.	23	..	23
On \$1,000 to \$5,000	11	..	11
On over \$5,000...	4	..	4
Total number of taxpayers .....	218	..	218
Total apportionment at present	\$ 493.65		
Special tax, 94 polls at 90 cts. ....	\$ 84.60		
30 cents on \$142,302 property .....	426.90	511.50	

Making total school fund..... \$1,005.15  
increasing fund about 103 per cent.

Of this increase 60 per cent. would pay less than 90 cents property tax.

An exhibit showing what local taxation would do for the schools of Cullowhee township:

	WHITE	COLORED	TOTAL
Polls .....	130	14	144
Valuation of property... \$133,579	\$4,054	\$137,633	
NUMBER OF PERSONS PAYING TAXES.			
On polls only.....	9	6	15
On less than \$300 property.....	130	12	142
On \$300 to \$500...	35	2	37
On \$500 to \$1,000.	29	1	30
On \$1,000 to \$5,000	27	..	27
On over \$5,000...	2	..	2
Total number of taxpayers.....	232	21	253
Total apportioned for schools now .....	\$ 566.40		
If special tax is voted, 144 polls at 90 cts. would add	\$129.60		
And \$137,633 property at 30 cts. would add	412.90		
Present apportionment	566.40		

Making total school fund..... \$1,108.90  
increasing fund 95 per cent.

Of this increase 62 per cent. will pay less than 90 cents property tax.

#### PITT COUNTY.

Pitt County, in eastern North Carolina is a typical county. There is a large negro population. Two townships have been selected to illustrate the benefits of local taxation to the schools of that section.

The following exhibit is for Greenville township:

	WHITE	COLORED	TOTAL
Polls ...	587	503	1,090
Total property \$1,255,267	\$65,876	\$1,321,143	
NUMBER OF PERSONS PAYING TAXES.			
	WHITE	COLORED	TOTAL
On poll only.....	111	265	376
	WHITE	COLORED	TOTAL
On less than \$300 of property.....	389	344	733
On \$300 to \$500...	115	27	142
On \$500 to \$1,000.	140	21	161
On \$1,000 to \$5,000	254	12	266



On over \$5,000....	53	...	53
Total number of taxpayers .....	1,062	669	1,731
Total apportioned for schools now .....			\$3,607.70
If special tax is voted, 1,090 polls would add..	\$	981.00	
And \$1,321,143 property would add...	\$3,963.43	4,944.43	

Making total school fund..... \$8,552.13  
increasing fund 137 per cent.

Greenville township embraces the town of Greenville, yet 1,109 of the 1,731 taxpayers would pay less than 90 cents additional tax, if the local tax were levied. Greenville recently voted a local tax for public schools.

An exhibit showing what local taxation would do for the schools of Farmville township:

	WHITE	COLORED	TOTAL
Polls .....	219	234	453
Total value of property	\$443,943	\$20,391	\$464,334
NUMBER OF PERSONS PAYING TAXES.			

	WHITE	COLORED	TOTAL
On poll only.....	15	52	67
On less than \$300 of property.....	168	205	373
On \$300 to \$500..	29	8	37
On \$500 to \$1,000.	54	6	60
On \$1,000 to \$5,000	87	1	88
On over \$5,000....	9	..	9
Total number of taxpayer s.....	362	272	634
Total apportioned for schools now .....			\$1,455.00
If special tax is voted, 453 polls would add..	\$	407.70	
And \$464,334 property would add...	1,393.00	1,800.70	

Making total school fund..... \$3,255.70  
increasing fund 124 per cent.

In Farmville township 440 out of 634 taxpayers would each pay less than 90 cents of the local tax.

#### LOCAL TAXATION IN PRACTICE.

County Superintendent Cochran, of Mecklenburg County, reported March 10th that the new school house at Sardis would be completed within a week. The new school

house is a three-room building with porch and belfry, and cost \$1,000. This is the ninth first-class rural school house erected in the county during the past eighteen months. Contracts have been let for the erection of two more rural school buildings to cost \$1,000; one at Croft, in Mallard Creek township, and one in Morning Star township.

The local board which has control of the rural school fund subscribed by the General Education Board and by private citizens at the Charlotte Conference, has decided to aid the districts which voted a special tax, as follows: Berryhill, district No. 2, \$30, which will give one month additional school; Steele Creek, district No. 2, \$75, which will give one and one-half month additional school, and Deweese, district No. 1, \$150, which will give two months additional school. The first named of the above schools will now have a term of seven months, while the other two have eight months each.

#### THE NEGRO AND THE SCHOOL FUND.

The following table is an answer to the man who declares he would vote more taxes for schools, if the negro would not get a share of the taxes he desires to go to the education of white children only. The towns mentioned have eight and nine months' school terms for whites and blacks alike, the schools for both under the management of one school board and one superintendent.

City	School Population, 1902			Percentage of School Population Negroes	Total Value of Property
	White	Colored	Total		
Asheboro .....	235	95	330	28.7	\$ 361,116
Asheville .....	2,604	1,298	3,902	33.2	5,046,975
Burlington .....	1,131	153	1,284	11.9	1,250,000
Charlotte .....	3,401	2,224	5,625	39.5	8,248,660
Concord .....	....	....	3,000	....	1,670,419
Durham .....	2,363	1,763	4,126	42.7	7,998,118
Goldsboro .....	1,501	1,136	2,637	43.0	3,000,000
Greensboro .....	1,802	1,666	3,468	48.0	4,000,000
Lexington .....	202	150	352	42.6	602,000
Monroe .....	548	215	813	26.4	851,000
Mt. Olive .....	250	200	450	44.4	.....
Newbern .....	934	1,769	2,703	65.4	2,446,412
Oxford .....	332	401	733	54.7	855,240
Raleigh .....	3,467	3,064	6,531	46.9	7,100,000
Reidsville .....	968	834	1,802	46.2	1,500,000
Rockingham .....	242	155	397	39.0	636,000
Rocky Mt. ....	448	400	848	47.1	1,300,000
Salisbury .....	1,166	676	1,842	36.7	2,099,021
Selma .....	244	272	516	52.7	50,000
Statesville .....	844	313	1,157	27.0	1,301,989
Washington .....	707	807	1,514	53.3	1,283,000
Waynesville .....	373	72	445	16.1	350,192
Wilson .....	910	1,007	1,917	52.5	2,042,967

There is no agitation in these towns against local taxation. Many of them have been levying the special tax for twenty years. The percentage of negroes in many of these towns is much larger than in the country districts. No patriotic white citizen of the state can afford to vote his own race into ignorance in order to keep another race in ignorance.

#### WHY LOCAL TAXATION?

"When the press is free and every man is able to read, all is safe."—THOMAS JEFFERSON.

"The taxation that goes for the upbuilding of the public schools is the very freedom and liberty of the people."—GOVERNOR CHARLES B. AYCOCK.

"Our people must realize that, while it is their duty to pay taxes for the protection of life and property, it is their still higher duty to pay taxes for the education of their children. They must believe that it is the inalienable right of every child to demand and to receive the benefits of an elementary education at least, and that the most profitable investment of the body politic,

measured in dollars and cents, is the tax fund invested in the brains and capabilities of children."—JOHN H. SMALL.

"We must have well-paid teachers and neat, comfortable and well-furnished school houses. How is this most desirable end to be attained? Something else is necessary besides the diminution of school houses and I insist that one of the great *desiderata* in accomplishing this object and without which it can not probably be attained, is increased taxation—*local* taxation in addition to what the state furnishes."—PRESIDENT RICHARD MCILWAIN.

"All the property of the commonwealth is pledged for the education of all its youth up to such a point as

will save them from poverty and vice, and prepare them for the adequate performance of all their social and civic duties. To rob the children of to-day, or those of the future, of the opportunity for an education is, then, the greatest crime of which the state can be guilty."—

CHAS. W. DABNEY.

"It has been too common a political teaching that the best government is that which levies the smallest taxes. The future will modify that doctrine and teach that liberal taxation, fairly levied and properly applied, is the chief mark of a civilized people. The savage pays no tax."—DR. CHARLES D. McIVER.

"The church that through its ministry, and especially in the country, which is always the hope of the nation, lays the hand of encouragement and benediction on the public schools, sees that they are improved where they already exist, sees that they are established where they are not, and teaches the people that they can make no richer investment than in the education of their youth, that no taxes should be more cheerfully paid than those which go to the education of the children, and that no sacrifices are too great that this end be reached, namely, a thorough education for every child in this broad land—that is the church of the years to come."—*Presbyterian Standard*.

#### LENGTH OF SCHOOL TERM IN THE SOUTH.

Tennessee .....	96
Mississippi .....	105

North Carolina .....	78
Louisiana .....	120
Arkansas .....	84
Georgia .....	112
Alabama .....	78
Texas .....	110
Virginia .....	119
South Carolina .....	86
Florida .....	96

#### LENGTH OF TERM ELSEWHERE.

Maine .....	141
Missouri .....	144
Washington .....	148
Iowa .....	158
Indiana .....	152
Michigan .....	160
Delaware .....	160
Ohio .....	165
New York .....	175
California .....	166
Massachusetts .....	189

NOTE: The above figures are taken from Report of U. S. Commissioner of Education, 1901.

#### EXPENDITURE FOR EACH PUPIL

##### ENROLLED, SOUTH.

Virginia .....	\$ 9.70
North Carolina .....	4.56
South Carolina .....	4.62
Georgia .....	6.68
Florida .....	10.25
Tennessee .....	5.17
Alabama .....	3.10
Mississippi .....	6.48
Louisiana .....	8.82
Texas .....	10.18
Arkansas .....	6.88

#### EXPENDITURE FOR EACH PUPIL

##### ENROLLED, ELSEWHERE.

Maine .....	\$17.80
Missouri .....	17.12
Washington .....	28.25
Iowa .....	23.65
Indiana .....	19.12
Michigan .....	22.21
Delaware .....	17.93
Ohio .....	23.33

New York .....	41.68
California .....	36.67
Massachusetts .....	38.21

SCHOOL FUNDS RAISED FOR EACH  
ADULT MALE 21 YEARS OLD,  
SOUTH.

Virginia .....	\$ 4.56
North Carolina .....	2.65
South Carolina .....	3.37
Georgia .....	3.95
Florida .....	5.10
Tennessee .....	3.71
Alabama .....	2.66
Mississippi .....	4.00
Louisiana .....	3.70
Texas .....	6.35
Arkansas .....	4.66

SCHOOL FUNDS RAISED FOR EACH  
ADULT MALE 21 YEARS OLD,  
ELSEWHERE.

Maine .....	\$ 8.02
Missouri .....	8.80
Washington .....	11.46
Iowa .....	14.84
Indiana .....	11.04
Michigan .....	11.35
Delaware .....	7.55
Ohio .....	11.63
New York .....	17.27
California .....	13.98
Massachusetts .....	16.53

TESTIMONY OF EDUCATORS.

On the 13th day of February, 1902, more than forty of the leading educators of North Carolina, including the Governor of the state, met at Raleigh and unanimously declared the following on the subject of local taxation:

"Viewing our educational problems and conditions in the light of educational history and experience, we declare it to be our firm conviction that the next step forward for

North Carolina, in education, is to provide more money for her country public schools, making possible the consolidation of small districts, the professional teacher, and skilled supervision.

"The history of the adoption of the principle of local self help by our thirty-five graded school towns and cities must surely be an inspiration and an example to every village and rural community in North Carolina.

"In adopting this principle, local taxation, those towns secured, first, adequate school funds; second, competent supervision; third, trained teachers. Lacking any one of this educational trinity no community has ever yet succeeded in establishing the means of complete education for its children.

"Remembering that during the last year nearly thirty communities in North Carolina, some of them distinctly rural, have adopted the principle of local taxation, we think this time most auspicious to urge a general movement of all our educational forces in that direction."

PRACTICE OF THE COUNTRY AT  
LARGE.

The country at large has adopted the principle of local taxation. This means of providing funds for the public schools has met with the largest approval in the northern and western section of the Union. At this time more than 69 per cent. of all the funds raised in the United



States for the support of public education is raised by *local taxation*. This principle has not received very large recognition in the South as yet. Educational experts agree that the longest step forward in education which the South could now take is to adopt generally the policy of local taxation.

## EXTENT OF LOCAL TAXATION.

Towns, cities, districts, and townships in North Carolina that levy a local tax for public schools:

*Alamance*—Burlington, Graham, Haw River (District), Hawfields (District), Mebane, Friendship (District).

*Beaufort* — Washington, Bellhaven.

*Buncombe*—Asheville.

*Cabarrus*—Concord.

*Caldwell*—Granite Falls.

*Caswell*—Pelham.

*Catawba*—Hickory.

*Chowan*—Edenton.

*Cleveland*—Shelby.

*Columbus*—Chadbourn (Township), Whiteville (Township).

*Cherokee*—Murphy.

*Craven*—New Bern.

*Cumberland*—Hope Mills.

*Dare*—East Lake (Township), Croatan (Township).

*Davidson*—Lexington, Thomasville.

*Durham*—Durham.

*Edgecombe*—Tarboro.

*Forsyth*—Winston.

*Gaston*—Gastonia, Cherryville.

*Granville*—Oxford.

*Guilford* — Greensboro, High

Point, Guilford College, nine rural districts.

*Halifax*—Scotland Neck, Enfield.

*Haywood*—Waynesville.

*Henderson* — Hendersonville, Rugby, Hooper's Creek, and four rural districts.

*Hyde* — Lake Landing (Township), Swan Quarter (District).

*Iredell*—Statesville.

*Johnston*—Selma, Wilson's Mills.

*Lenoir*—Kinston.

*Martin*—Williamston.

*McDowell*—Marion.

*Mecklenburg*—Charlotte, Berryhill, District 2; Steel Creek, District 2; Deweese, District 1.

*Moore*—Sanford.

*Nash*—Rocky Mount.

*Northampton*—Pleasant Hill.

*Orange*—Chapel Hill.

*Polk*—Tryon (Township).

*Pasquotank*—Elizabeth City.

*Person*—Roxboro.

*Pitt*—Greenville, Bethel (Township).

*Randolph*—Ashboro.

*Richmond*—Rockingham.

*Robeson*—Bloomington (Township), Sterling (Township).

*Rockingham*—Reidsville.

*Rowan*—Salisbury, Woodleaf.

*Rutherford*—Forest City, Rutherfordton (Township).

*Stanly*—Albemarle.

*Surry*—Mt. Airy, Westfield.

*Union*—Monroe, Wesley Chapel (District), Marshville (District), Mt. Prospect (District).

*Vance*—Henderson.

*Wake*—Raleigh.

*Wayne*—Goldsboro (Township),  
Mt. Olive.

*Wilkes*—Wilkesboro.

*Wilson*—Wilson, Lecoma.

*Yadkin* — Cross Roads, East  
Bend.

*Caswell*—Pelham.

*Gaston*—Cherryville.

*Polk*—Tryon Township.

Local taxation elections are now  
pending in many other communi-  
ties.

[NOTE: The above list contains  
92 towns, cities, districts, and town-  
ships. The list may not be accu-  
rate in all respects, but it is approxi-  
mately accurate.—EDITOR.]

The following North Carolina  
counties have as yet no local tax  
towns or districts, though local tax  
elections are pending in many of  
them: Alexander, Alleghany, An-  
son, Ashe, Bertie, Bladen, Bruns-  
wick, Burke, Camden, Carteret,  
Chatham, Clay, Currituck, Davie,  
Duplin, Franklin, Gates, Graham,  
Greene, Harnett, Hertford, Jack-  
son, Jones, Lincoln, Macon, Madi-  
son, Mitchell, Montgomery, New  
Hanover, Onslow, Pamlico, Pen-  
der, Perquimans, Sampson, Scot-  
land, Stokes, Swain, Transylvania,  
Tyrrell, Warren, Washington, Wa-  
tauga, Yancey.—45.

#### LOCAL TAXATION GROWING.

The following are the names of  
some North Carolina communities  
which voted a local tax for public  
schools on May 4, 1903:

*Alamance*—Friendship, Graham,  
Haw River, Mebane, Hawfield.

*Rutherford*—Rutherfordton town-  
ship, Forest City.

*Union*—Mount Prospect District.

*Richmond*—Hamlet.

*Person*—Roxboro.

#### SCHOOL HOUSES.

SOME FACTS SHOWING THE NECES-  
SITY OF BETTER SCHOOL HOUSES.  
COMPARISON BETWEEN CHURCH  
HOUSES AND SCHOOL HOUSES.  
"TOO POOR!" THE WOMAN'S AS-  
SOCIATION.

The school house is a shabbily  
built board structure, one story  
high. The overhead ceiling is not  
more than nine feet from the floor.  
There is one door in the end of the  
house; there are six small windows,  
three on either side. There are no  
blinds and no curtains. The desks  
are home made, with perpendicular  
backs and seats, all the same size.  
There is a dilapidated wood stove,  
but no wood box, the wood for the  
fire being piled on the floor about  
the stove. The stove is red with  
rust and dirt, never having been  
polished and cleaned since it was  
placed in position for use. The  
floor of the house is covered with  
red dirt and litter from the wood.  
There are several broom-sedge  
brooms lying in one corner of the  
room. The occupied blackboard-  
space in this school house is just 18  
square feet. The blackboard there  
is, however, is too high for the chil-  
dren to use well and it is too small  
for anything but a bulletin board.



RURAL SCHOOL, RANDOLPH COUNTY



RURAL SCHOOL, EDGECOMBE COUNTY



There is no teacher's desk or table. There is one chair. The children's hats and cloaks are hung on nails around the room. The walls and windows are covered with dust; never seem to have been washed. All the children's books are soiled and look very much like their surroundings. There are no steps to this school house. An inclined plane of dirt answers that purpose. The yard is very muddy during the winter and the general appearance of the place anything but attractive.

There are two churches within less than two miles of this school house. Both these churches are painted and present a good appearance. One of the houses cost \$1000, the other cost \$700; the cost of each being materially decreased by the work contributed by the people interested in their construction.

The school house described above is the only place where the children of the parents who built those two churches can obtain an education, except the parents send their children to school out of the community.

NOTE: The above is an accurate description of educational conditions in one North Carolina school district. In the county in which this district is situated there are 90 white school districts. There are 25 districts out of the 90 of which the above is substantially correct. There is no reason why this county

should have more than 45 white schools.

#### NORTH CAROLINA SCHOOL HOUSES.

Twenty out of every 100 of the 5,653 white school districts in North Carolina have a rude log school house or no public school house at all! Think of it! In other words, there are 484 log school houses in as many districts, and 625 districts with no public school houses whatever; in all, 1,109 white districts out of 5,653.

But this does not tell half of the sad story. During the past winter 20 white schools in one county were closed because the miserable school houses could not be made comfortable. In one of the richest counties of the state, fifteen white schools were reported whose lands, houses and equipment were valued at less than \$50 each. In one of the counties of Piedmont North Carolina there are 30 out of 90 white school houses which have no desks. If the children write at all, they must place the materials on their knees. In another Piedmont county, whose total school fund is something more than \$25,000, there are 25 out of 90 school houses which are worth little more than \$50 each, located in out-of-the-way places and amid surroundings anything but elevating. It would be an easy matter to multiply facts like these.

The existence of poor school houses is not wholly due to the poverty of the people. The aver-





RURAL SCHOOL, BUNCOMBE COUNTY

age value of a North Carolina church house is \$1,087. The average value of the school house alongside of these churches is only \$183.

## A COMPARISON.

The following table will show the relative value of the churches and the school houses in the several Southern States:

Virginia .....	\$462	\$2,140
North Carolina..	183	1,087
South Carolina..	201	1,420
Georgia .....	438	1,174
Florida .....	415	1,352
Alabama .....	214	1,125
Mississippi .....	259	878
Louisiana .....	742	1,997
Texas .....	838	1,539
Arkansas .....	498	861
Tennessee .....	426	1,724

## THE SCHOOL HOUSES OF THE SOUTH.

Below are given the total value of the school buildings and grounds, the number of school houses, and the average value of each in the

several Southern states (Report of U. S. Commissioner of Education, 1901) :

Va. ..	\$3,336,166	7,218	\$462
N. C. .	1,466,770	7,264	183
S. C. .	990,000	4,918	201
Ga. . .	2,738,800	6,246	438
Fla. . .	970,815	2,342	415
Tenn. .	3,063,568	7,185	426
Ala. . .	1,500,000	7,058	214
Miss. .	1,636,055	6,687	259
La. . .	2,450,000	3,302	742
Tex. . .	9,166,550	10,811	838
Ark. . .	2,616,537	5,254	498

## SCHOOL HOUSES ELSEWHERE.

The figures below are based on Report of U. S. Commissioner of Education, 1901, and show the value of school property, number of houses, and average value of each house in eleven states outside the South:

Ohio .	\$46,182,062	13,174	\$ 3,506
Ind. . .	25,000,000	10,003	2,500
Mich. .	20,404,388	8,066	2,529

Wis. . .	16,574,795	7,179	2,308
Mass. .	48,979,719	4,058	12,069
Dela. .	1,043,997	550	1,898
N. Y. .	87,292,414	11,916	7,326
Maine .	4,538,018	4,018	1,129
Iowa .	18,223,749	13,922	1,302
Wash. .	5,979,557	2,148	2,783
Cal. . .	19,039,167	4,000	4,759

## SCHOOL HOUSE LOAN FUND.

The North Carolina Legislature of 1903 passed a law which provides in brief that the \$200,000 swamp land fund now held by the Board of Education shall be loaned to county school boards, the county boards in turn to lend to district schools to aid in building houses, the loans to be for periods of ten years (one-tenth to be repaid each year) and to bear 4 per cent interest. In other words, if the entire \$200,000 should be called for this year, next year one-tenth, or \$20,000, would be returned, with \$8,000 interest, to be in turn loaned again—and so year after year.

*This law also provides that all school houses in the future shall be constructed in accordance with plans approved by the State Superintendent of Public Instruction.* The fund is a loan fund and not a gift fund, and will be used, as far as possible, to stimulate self help.

This year 400 school houses, costing on an average of \$500, can be built by means of this fund alone. Next year 40 more houses can be built. As the interest accrues and the fund increases the number of school houses that can be erected

each year will increase in proportion.

“TOO POOR.”

The record of the United States for 1902: \$250,000,000 for schools, \$330,000,000 for churches and charity, and \$1,369,098,276 for drink! Think of it! Nearly three times more money was spent in this country last year for drink than was spent for schools and churches! An average of \$17.33 per capita for drink alone—alcohol, coffee, tea, cocoa! If all the people of the state would stop their drink bills just 365 days and give the drink money to the schools, educational and religious work could be revolutionized within the next year.

## CHURCH AND SCHOOL PROPERTY.

The total value of the white public school property in North Carolina on June 30, 1902, was \$1,163,661. The total value of the colored public school property was \$303,109. The total value of the church property in North Carolina, ten years ago, was \$7,077,440, which means that the total value of church property in North Carolina to-day is nearly \$9,000,000. It is as necessary for a civilized community to have a decent school house as it is for that community to have a decent church. If a respectable church in a community makes for law and order, it must be that a respectable school house, in which the morals and the destiny of children is fixed, must be a paying invest-

ment. Churches will not long endure in a civilization that does not build decent school houses.

### THE WOMAN'S ASSOCIATION.

BRIEF HISTORY OF THE ORGANIZATION. SOME REPORTS OF GREAT VALUE.

The North Carolina Woman's Association for the Promotion of Better School Houses was organized in the State Normal and Industrial College, at Greensboro, on April 3, 1902. The College Association soon began to organize associations in the several counties; 20 counties now have good organizations. The *Youth's Companion* has taken an active interest in the work of the Association, and furnishes pictures as premiums to those schools which take steps toward beautifying their houses and grounds. The plan of organization is simple, and contemplates interesting the women of each community in beautifying the local school house and grounds. The women pay no dues. Service only is required. Men may join by paying an annual fee of one dollar.

#### TELLING WORK.

The following is the report of the officers of the Forsyth County Association for the Promotion of Better School Houses, from November 20 to December 20, 1902:

When the officers of the Women's Forsyth County Association for the

Improvement of Public Schools began work they found that Forsyth had seventy schools, eight thousand school children, only four thousand attended school, and of that number only three thousand attended regularly. Six schools, one of them colored, had libraries; one had pictures on the walls; three had maps; one had introduced manual training and was struggling almost hopelessly to raise funds to continue the work. All of the school houses except four were good and most of them were new. The majority of the teachers were doing faithful work, and when the average attendance is small the fault seems to be largely due to ignorant parents and indifferent committeemen. From November 20th to December 20th the ladies have driven 225 miles, visited 34 schools, attended teachers' institutes, and talked with parents, teachers, committeemen and children, trying to impress upon all the necessity for libraries, clean school houses with pictures on the walls, and neat grounds. They have recommended that windows be washed and stoves polished; that door-mats be provided so muddy little feet would not transform school floors into real estate; that wood boxes hold the stove wood; and that papers and lunch boxes be burned instead of being thrown out of doors.

They have endeavored by every means in their power to interest committeemen and parents in the schools in their charge, and have



succeeded beyond their expectations. Of the thirty-four schools, thirty-two have promised to improve house and grounds and so win the set of *Youth's Companion* pictures given by that paper to every school so doing. In a recent letter from the editors it is very gratifying to read:

"We are hearing every day from schools where you have visited. The teachers tell us of their interest in the movement, and the energy with which they propose to go at the work of improvement. All teachers who have thus written have received pictures."

Twenty-one of the thirty-four schools have promised to work for libraries, eight having already sent in their money, while the others hope to raise the necessary amount soon after the Christmas holidays. Mr. Robert C. Ogden has presented a set of Perry pictures to each of the seventy schools, and, in addition, has sent forty pictures to be given as prizes to the teachers raising money for a library.

The officers have been deeply touched by the many invitations they have received from teachers and committeemen to visit schools, and are greatly encouraged by the increasing number of people who come to meet them on their school visits.

As some of the schools had no names, the Board of Education gave the ladies the privilege of remedying such a state of affairs, and three

schools have been christened: "The Robert C. Ogden," "The Perry Mason," and "The Katherine Clark."

The plan of work is as simple as it is systematic: The county is divided into townships, each school in the township is visited, its needs and possibilities discussed with teachers, parents and committeemen, a complete record is made of the number of scholars, average attendance, condition of house and grounds. When extra work has been done by teachers and pupils to improve existing conditions special note is made of it. A full report is then published in the local papers, copies being sent to all interested. This has been of great advantage, as teachers take pride in having good reports, and, in addition, it keeps the county in touch with the schools and the work of the association.

So satisfactorily has the work progressed that by another year the officers can turn it over to others, and begin similar work in one of the nearby mountain counties.

MRS. LINDSAY PATTERSON, *Pres.*,  
MRS. EUGENE EBERT, *Vice-Pres.*

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### BETTER SCHOOL HOUSES.

WHAT ONE NORTH CAROLINA  
TEACHER DID DURING HER LAST  
SUMMER VACATION IN EASTERN  
NORTH CAROLINA.

Last summer, at a meeting of the Woman's Association for the Betterment of Public School Houses in North Carolina, I was one of ten



who promised to devote as much time as I could to work in this great field. For the benefit of those who may be anxious to work, but do not know just how and where to begin, I will relate some of my experiences.

That was just my trouble. I spent two weeks wondering where to start and how to start, and at the end of that time I found myself still wondering. I had thought the Teachers' Institute would be a good point at which to begin, and so it would have been, but there was none to be held in my own or adjoining counties. I then went to see my county superintendent. He was new in the work and could give me very little information concerning school locations or conditions. He was interested, however, and gave me the number of schools in each township, the names of the school committeemen and of the registered teachers in the county. I sent pamphlets concerning our work to all those teachers, and wrote to the committeemen, and to the superintendents of two other counties, telling them what I desired to do and asking for information and suggestions. I received replies to six of the fifty letters written, and those contained no definite information.

I concluded that I must get out among the people and know them and talk to them. I pressed one of my brothers into service and we took to the country, almost as truly explorers as those of the early days, for neither of us knew a foot of the

road on which we started. After getting lost and found again, and making many inquiries, we reached the home of a gentleman of broad intelligence, who was well informed on the conditions of the schools in his own and neighboring communities. He was much interested in our undertaking, and gave me just the information I needed: the names of all the school houses in his township and those of prominent ladies in each neighborhood. He also made for me a map of the country and neighborhood roads.

We went from home to home, visiting every home in that district. I talked to the ladies about what I had undertaken, and invited them to meet me a week later at the school house to discuss the matter further and to organize for work. I told them that it was the women I wanted especially, but that the men and children might come if they desired to do so.

The day for the first meeting was the fifth of July, and a very hot one, but more than twenty people were there. We formed a branch Association, and before school opened that school house was ceiled and the seats were worked over and made much more comfortable and presentable.

Soon after this there was a meeting of the county board of education. Some of the school committeemen and the county superintendent invited me to meet with them. I did so, and when I told them of

the Woman's Association for the Betterment of Public School Houses, they were intensely interested, and were eager to assist in any possible way. They told me of gatherings of different kinds to be held in their neighborhoods, planned for me to get to those meetings, and tried to prepare and interest the people in every way they could.

After this I attended every school closing, every picnic, quarterly meeting, baseball game and gathering of any kind that I could hear of and could reach. I would mingle among the people all day, talking to them singly and in groups, and generally managed to say a few words to the whole gathering before it dispersed. At the close of one baseball game I organized six branch associations, representing two counties and several townships. I went to several meetings by special appointment, and was both embarrassed and frightened on the way by finding my name posted quite publicly on trees and houses as a lecturer.

But my fright left me when I met the people. I felt that I was certainly doing nothing unwomanly when I sat in some school house, with women and children gathered close around me, and planned means by which that house could be made more comfortable and attractive; or, if the crowd was larger, stood out in front under the trees and discussed with the fathers as well as

the mothers the importance of having the school house attractive, the great need of an education to everyone, and the obligations resting upon them to give their children the best possible advantages.

Yes, we discussed such questions. I made no set speeches. I talked and the people talked, one questioning and the other answering, but we always wound up with a branch Association. The county superintendents went with me to several places, and in every way showed much interest in the work. Of course we met all classes and conditions of people, but when they understood they were always responsive.

We must get out among the people, meet them, and talk to them face to face. Let them see that we are in earnest, help them to see their needs, reason with them and prove to them that we want to work with them for the general uplift of the whole people. And, best of all, learn from them. We must not treat them in any patronizing way. We must use tact and judgment and love. We can thus arouse and set in motion mighty forces throughout the length and breadth of our grand old State.

LEAH D. JONES.

## RURAL SCHOOL LIBRARIES.

THE NORTH CAROLINA RURAL SCHOOL LIBRARY LAW OF 1901. LIBRARIES ESTABLISHED. THE AMENDED LAW OF 1903. RESULTS.

"Whenever the patrons and

friends of any free public school shall raise by private subscription and tender to the county superintendent of schools, for the establishment of a library to be connected with said school, the sum of ten dollars, the county board of education shall appropriate from the money belonging to that school district asking for the library, the sum of ten dollars for this purpose, and shall appoint one intelligent person in the school district the manager of said library. The county board of education shall also appoint one competent person, well versed in books, to select the books for such libraries as may be established under the provisions of this act.

"As soon as the county board of education of any county shall have made an appropriation for a library in the manner prescribed, the county superintendent of schools shall inform the secretary of the state board of education of the fact, whereupon the said state board of education shall remit the county superintendent of schools the sum of ten dollars for the purchase of books for the said library. Upon receipt of this money, the county superintendent of schools shall turn over to the person appointed to select books, the amounts secured by private subscription, by appropriation from the county board of education, and by appropriation from the state board of education."

The above act also provided that the sum to be thus expended by

the state be limited to \$5,000 and that the number of libraries be limited to six in each county. In one year after the passage of the act 355 libraries were established, in 78 of the 96 counties of the state, at an expenditure of \$3,550 by the state and \$7,100 by the counties and local communities, making a total expenditure of \$10,650.

The legislature of 1903 appropriated \$5,000 for six additional libraries in each county and added \$2,500 with which to buy additional books for the 355 libraries already established. The \$2,500 already appropriated for replenishing the old libraries will be expended as follows: The local community raises \$5, the county board of education then gives \$5 more, and the state adds \$5, making a net sum of \$15, with which to add books to the already established libraries.

Each rural library must be conducted under rules and regulations prescribed by the state superintendent of public instruction. This prevents loss of books and the destruction of the library. The North Carolina Literary and Historical Society has been a potent factor in bringing about the passage of the law and in securing the establishment of libraries.

#### EFFECT OF A RURAL LIBRARY.

Public School No. 2, Locke township, Rowan County, closed a four months' term on March 10th. During the term the pupils and patrons of that small school read 580 books.

Children who were indifferent and not heretofore interested in the school made rapid progress this year owing to the influence of the rural library established there last fall.

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"If we can get a good building for every school and a good library in every building, we shall have a substantial and enduring basis for our educational revival in North Carolina. Whatever other districts may do or may not do, kind reader, see to it that your school district gets these two advantages. There is no more simple and feasible way of promoting the intelligence and prosperity of your neighborhood."—*Progressive Farmer*.

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A good school means a good school house, a trained teacher, a library of good books, and children who attend regularly. A school can not be good if it lack any of these.

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### TEACHERS.

TEACHERS' TRAINING AND TEACHERS' SALARIES. SOME MORE EDUCATIONAL WASTE.

"Can not something be done to make good teachers better and incompetent ones less incompetent? Can not something be done to promote the progress and to diminish the dangers of all our schools?"—HORACE MANN.

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If the aldermen of a city or a town should employ an engineer to

build a bridge and should spend the people's money in paying that engineer, and it should afterwards turn out that the bridge was worthless and that the so-called engineer was no engineer after all, what would the people say? They would say that it was the duty of the aldermen to have employed a real, a trained engineer, so that their money would not have been wasted. Is it not as important to employ a trained expert to deal with immortal souls as it is to employ a trained man to build a bridge?

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The following toast was recently proposed at a social gathering by a New York teacher, and can be found in the March *World's Work*: "Here's health to us; the rag-tag and bobtail of the learned professions; beloved by children; tolerated by youth; forgotten by maturity; considered municipally, financially and socially as good enough for what is left." But the "rag-tag and bobtail of the learned professions" are teaching the next generation! They can easily be dispensed with when the public conscience demands it.

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NECESSITY OF TRAINING FOR  
TEACHING.

(Horace Mann.)

How often have we sneered at *Dogberry* in the play, because he holds that to read and write comes by nature; when we ourselves have undertaken to teach or have em-



\* employed teachers whose only fitness for giving instruction, not only in reading and writing, *but in all other things*, has come by nature, if it has come at all;—that is in exact accordance with *Dogberry's* philosophy.

No one has ever supposed that an individual could build up a material temple and give it strength and convenience and fair proportions without first mastering the architectural art; but we have employed thousands of teachers for our children, to build up the immortal temple of the spirit, who have never given to this divine educational art a day or an hour of preliminary study or attention.

Why can not we derive instruction even from the folly of those wandering showmen who spend a lifetime teaching brute animals to perform wonderful feats? We have all seen, or at least we have heard of, some learned horse, or learned pig, or learned dog. Though the superiority over their fellows possessed by these brute prodigies may have been owing in some degree to the possession of greater natural parts, yet it must be mainly attributed to the higher competency of their instructor. Their leader had acquired a deeper insight into their natures; his sagacious practice had discovered the means by which their talents could be unfolded and brought out.

WHOSOEVER WILL, MAY TEACH.

There can be no teaching profes-

sion without special training, adequate salaries, and permanent tenure. The public conscience must realize that it is just as great waste to employ untrained men and women to teach children as it is to employ untrained men to build bridges and construct roads. Mere "keeping school" as a stepping-stone to some other occupation will cease, then, only when the people demand something more of those who teach their children than mere book knowledge. And such teachers will, of course, not work for less per year than it takes to feed a criminal in the county jail!

Adequate salaries will go far toward inducing the best men and women to enter upon the business of teaching and will be a powerful incentive to such men and women to remain teachers. But some additional means will have to be devised by the State to make the teachers' tenure of office more permanent. Much could be done in that direction by making it more difficult than it now is to obtain employment to teach children. At present the invitation to enter upon teaching is almost as broad as the "whosoever will" of the Gospel call, and the inducement to quit as imperative as the pangs of hunger can make it.

#### TEACHERS' SALARIES AND INCOMPETENTS.

"Penuriousness in providing for the maintenance of public schools is responsible in large measure for

the incompetents that are so often found in the teacher class. Adequate salaries are the remedy for this condition. Good, liberal pay will secure good, effective teachers, while niggardly and parsimonious compensation secured the opposite kind, with an unhealthy and poorly taught lot of pupils as the resultant."—*Chattanooga Times*.

#### THE SELF-SACRIFICE OF THE TEACHER.

"There is in some places a heroically strong spirit, which is pushing the work of teaching upward in spite of all the circumstances which would seem to make it impossible; it is a spirit that leads some men and women to remain at work, not only admitting that they are in the rag-tag and bobtail of the professions, but in fact because they are in the rag-tag and bobtail—because that is where there is at this moment the greatest need for them. If teaching is moving one little barley-corn toward the front, it is because of the work of such as these looking beyond the common regard of communities to the real satisfaction, the authentic, legitimate, incorruptible content of rendering a service inferior to none. That it does not move forward faster seems due to the community. Wherever a teacher is ashamed to be known as such, you will find that what passes as the best society of the place is chiefly to blame. This fact suggests the unique opportunity for such citizens of wealth or position as are looking

for chances of real service. Pick out one public school. Add a little to the monthly pay of every one within it; but above all go to the teachers and tell them you for one respect them for their work. It is only by realizing that their devotion to a profession that requires self-sacrifice is recognized for what it is, that the teacher can labor single-heartedly in these days of insufficient recompense." — WILLIAM MCANDREW, in *March World's Work*.

#### THE GERMAN BOY'S TEACHER.

No one can be employed in Germany as an elementary school-teacher, unless that person holds a state teachers' certificate acquired in a state examination, after studying four, sometimes six, years at a normal training school. And no one can get a position as teacher in a high school who is not a graduate of a German university, or who has had university training and normal training combined.

The Germans have made it difficult to become a teacher. But just that is what has made teaching a profession in the Fatherland.

#### AVERAGE MONTHLY SALARY OF NORTH CAROLINA WHITE TEACHERS. 1886—1902.

	MEN	WOMEN
1886	\$26.23 .....	\$23.77
1887	25.10 .....	23.30
1888	25.68 .....	22.82
1890	25.80 .....	22.95
1891	25.03 .....	23.11
1892	26.20 .....	25.72
1893	26.46 .....	23.37
1894	25.53 .....	23.08

1895	24.87	22.39
1896	24.75	21.64
1897	23.21	20.81
1898	24.66	22.96
1899	26.33	23.65
1900	26.18	23.41
1901	26.92	23.87
1902	28.60	24.97

## MORE EDUCATIONAL WASTE.

There are at least 8,000 country public school teachers in North Carolina. This body of teachers almost entirely changes about every four years. This must mean that 2,000 new and wholly untrained teachers begin each year the work of attempting to train the immortal minds of North Carolina children. It also means that as soon as these teachers get a little experience and begin to be worth their salaries they leave the calling forever to engage in something more profitable.

The State, when it employs untrained teachers, must expect, therefore, to pay for their training after they begin work. But that is too dear an experiment, and one that must be repeated in toto every four years.

How much is an untrained carpenter worth? How much is a city boy worth on a cotton farm for the first summer, at least? Everybody knows the untrained man in all occupations is worth but little till he learns how to do his work.

Pertinently, therefore, may the question be asked: how much are the 2,000 new, untrained teachers that the State employs each year worth? If the rule holds in teaching as in other occupations, they are

worth very little. Think of it! Two thousand teachers at \$25 for four months is \$200,000!

It is not overstating the matter to say that it would be far better for the State to spend at least \$100,000 a year to train its teachers. They could do more work with even the most elementary training in two months than they could do in four months without it. As it is, the State is wasting at least \$200,000 each year. Is it not high time for somebody to lead the fight against this waste of the children's money?

### DECLARATION AGAINST ILLITERACY.

ADDRESS TO THE PEOPLE OF NORTH CAROLINA, BY CONFERENCE OF EDUCATORS, HELD IN THE GOVERNOR'S OFFICE, IN RALEIGH, FEB. 13, 1902. THE NAMES OF THE SIGNERS.

Profoundly convinced of the prophetic wisdom of the declaration of the Fathers, made at Halifax, in 1776, that "religion, morality, and knowledge being necessary to good government, schools and the means of education shall be forever encouraged;" and cognizant of the full meaning of that recent constitutional enactment which debars from the privilege of the suffrage, after 1908, all persons who can not read and write; and relying on the patriotism and foresight of North Carolinians to deal with a great question which vitally concerns the material and social welfare of themselves

and their posterity, we, in an educational conference assembled in the city of Raleigh, this February 13, 1902, are moved to make the following declaration of educational facts and principles:

1. To-day, more fully than at any other time in our past history, do North Carolinians recognize the overshadowing necessity of universal education in the solution of those problems which a free government must solve in perpetuating its existence.

2. No free government has ever found any adequate means of universal education except in free public schools, open to all, supported by the taxes of all its citizens, where every child, regardless of condition in life or circumstances of fortune, may receive that opportunity for training into social service which the constitutions of this and other great states and the age demand.

3. We realize that our State has reached the constitutional limit of taxation for the rural schools, that she has made extra appropriations to lengthen the term of these schools to eighty days in the year. We realize, too, that the four months term now provided is inadequate, for the reason that more than 20,000,000 children of school age in the United States outside of North Carolina are now provided an average of 145 days of school out of every 365; that the teachers of these children are paid an average salary of \$48 a month, while the teachers

of the children of North Carolina are paid hardly \$25 a month, thus securing for all the children of our sister states more efficient training for the duties of life. And we realize that, according to the latest census report and the report of the United States Commissioner of Education, for every man, woman and child of its population, the country at large is spending \$2.83 for the education of its children, while North Carolina is spending barely 67 cents; that the country at large is spending on an average of \$20.29 for every pupil enrolled in its public schools, while North Carolina is spending only \$3 or \$4, the smallest amount expended by any state in the Union. And still further do we realize that the average amount spent for every child of school age in the United States is approximately \$9.50, while North Carolina is spending \$1.78.

These facts should arouse our pride and our patriotism, and lead us to inquire whether the future will not hold this generation responsible for the perpetuation of conditions that have resulted in the multiplicity of small school districts, inferior school houses, poorly paid teachers, and necessarily poor teaching; that have resulted in twenty white illiterates out of every 100 white population over ten years of age; in generally poor and poorly paid supervision of the expenditure of our meagre school funds and of the teaching done in our schools;



and, finally, in that educational indifference which is the chief cause of the small average daily attendance of about 50 pupils out of every 100 enrolled in our public schools.

We believe the future will hold us responsible for the perpetuation of these unfavorable conditions, and, therefore, we conceive it to be the patriotic, moral and religious duty of this generation of North Carolinians to set about in earnest to find the means by which all our children can receive that education which will give them equal opportunities with the children of other sections of our common country.

4. Viewing our educational problems and conditions in the light of educational history and experience, we declare it to be our firm conviction that the next step forward for North Carolina, in education, is to provide more money for her country public schools, making possible the consolidation of small school districts, the professional teacher, and skilled supervision of the expenditure of all school funds and of the teaching done in the schools.

The history of the adoption of the principle of local self-help by our 35 graded school towns and cities must surely be an inspiration and an example to every village and rural community in North Carolina. Those towns and cities have adopted the only means at hand for the adequate education of their children. In adopting this princi-

ple, local taxation, they secured, first, adequate school funds; second, competent supervision; third, skilled teachers. Lacking any one of this educational trinity, no community has ever yet succeeded in establishing the means of complete education for its children.

Those 35 towns and cities within our borders have followed the lead of other sections of the United States in adopting first the means of education, local taxation. The fact that 69 per cent. of the total school fund of this Union is now raised by local taxes, while North Carolina raises only 14 per cent. of her funds by that means, and lags behind all her sister states in every phase of public education, has both its lesson and its warning.

5. Remembering that in the last year nearly thirty communities in North Carolina, some of them distinctly rural, have adopted the principle of local taxation for schools, we think this time most auspicious to urge a general movement of all our patriotic North Carolinians, men and women, who love their State, and especially that part of their State which is worth more than all its timber, lands, mines, and manufacturing plants, to band themselves together under the leadership of our "Educational Governor" and the State Superintendent of Public Instruction, aided by the Southern Education Board, to carry forward the work of local taxation and better schools, to the

end that every child within our borders may have the opportunity to fit himself for the duties of citizenship and social service.

And, finally, heartily believing in the Christlikeness of this work of bringing universal education to all the children of North Carolina, we confidently rely on the full cooperation of all the churches of the State, whose work is so near the hearts of all the people, and, therefore appeal to the pulpit to inculcate the supreme duty of universal education.

CHARLES B. AYCOCK, Governor of North Carolina.

T. F. TOON, Superintendent of Public Instruction.

JOHN DUCKETT.

CHARLES D. MCIVER, President State Normal and Industrial College.

F. P. VENABLE, President University of North Carolina.

GEORGE T. WINSTON, President of College of Agr. and Mechanic Arts.

CHARLES E. TAYLOR, President Wake Forest College.

EDWIN MIMS, Trinity College.

HENRY LOUIS SMITH, President Davidson College.

CHAS. H. MEBANE, President Catawba College.

J. O. ATKINSON, Elon College.

T. D. BRATTON, President St. Mary's College.

R. T. VANN, President Baptist Female University.

L. L. HOBBS, President Guilford College.

C. G. VARDELL, President Red Springs Seminary.

J. B. CARLYLE, Wake Forest College.

J. L. KESLER, Baptist Female University.

J. Y. JOYNER, The State Normal and Industrial College.

D. H. HILL, College of Agriculture and Mechanic Arts.

L. W. CRAWFORD, JR., Rutherford College.

J. I. FOUST, The State Normal and Industrial College.

M. C. S. NOBLE, University of North Carolina.

HENRY JEROME STOCKARD, Peace Institute.

E. P. HOBGOOD, President Oxford Seminary.

ROBERT BINGHAM, Bingham School.

J. A. HOLT, Oak Ridge Institute.

HUGH MORSON, Raleigh Male Academy.

D. MATT THOMPSON, Superintendent of Statesville Public Schools.

C. L. COON, Superintendent Salisbury Public Schools.

E. P. MOSES, Superintendent Raleigh Public Schools.

R. J. TICHE, Superintendent Asheville Public Schools.

T. R. FOUST, Superintendent Goldsboro Public Schools.

E. P. MANGUM, Superintendent Wilson Public Schools.

E. C. BROOKS, Superintendent Monroe Public Schools.

ALEXANDER GRAHAM, Superintendent Charlotte Public Schools.

FRANK H. CURTISS, Superintendent Burlington Public Schools.

HARRY HOWELL, Superintendent Washington Public Schools.

W. D. CARMICHAEL, Durham Public Schools.

W. S. LONG, County Superintendent of Alamance.

J. A. ANTHONY, County Superintendent of Cleveland.

J. A. BUTLER, County Superintendent of Iredell.

J. E. RAY, Supt. of the School for the Deaf, Dumb and Blind.

E. MCK. GOODWIN, Supt. of the North Carolina School for the Deaf.

#### A CAMPAIGN ORGANIZATION.

The men whose names are signed to the foregoing Declaration against Illiteracy, issued a year ago last February, organized themselves into an Association for the Promotion of Public Education in North Carolina. They appointed a committee, of which President Charles E. Taylor, of Wake Forest College, was chairman, to send a copy of the declaration to every clergyman in North Carolina, requesting him to preach a sermon once a year on the

duty of the people to strengthen their public educational system. Another committee, consisting of State Superintendent J. Y. Joyner and others, was appointed to furnish educational matter to the editors of the State. A copy of the declaration was placed in the hands of every college student in North Carolina.

To carry out the purposes of this declaration and to direct a systematic educational campaign in all portions of the State, an executive committee was appointed. This committee consists of State Superintendent J. Y. Joyner, Governor Charles B. Aycock, and President Charles D. McIver, District Director of the Southern Education Board, through whom the travelling expenses of speakers have been paid. This committee appointed a secretary last summer to arrange dates and direct the movements of forty or fifty speakers. Among the campaigners were leading educators, political leaders, clergymen, editors, and others. This campaign was continued to some extent even through the past winter, and will be prosecuted with renewed vigor during the months of May, June, July, August and September of this year.

Any community in North Carolina disposed to agitate the question of local taxation, consolidation of school districts, or the improvement of school houses, can, by writing to Hon. J. Y. Joyner, or to Prof. E. C. Brooks, secretary to the committee,

Raleigh, N. C., secure without cost the service of one or more effective campaigners.

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### LOCAL TAXATION.

#### SECTION 72 OF THE NORTH CAROLINA SCHOOL LAW.

Special school tax districts may be formed by the County Board of Education in any county without regard to township lines under the following conditions: Upon a petition of one-fourth of the free holders within the proposed special school district, endorsed by the County Board of Education, the Board of County Commissioners, after thirty days' notice at the court house door and three other public places in the proposed district, shall hold an election to ascertain the will of the people within the proposed special school district whether there shall be levied in said district a special annual tax of not more than thirty cents on the one hundred dollars valuation of property, and ninety cents on the poll, to supplement the Public School Fund, which may be apportioned to said district by the County Board of Education in case such special tax is voted. Said election shall be held in the said district under the law governing general elections as near as may be. At said election those who are in favor of the levy and collection of said tax shall vote a ticket on which shall be printed or written the words, "For Special Tax," and those who are opposed shall vote a

ticket on which shall be printed or written the words "Against Special Tax." In case a majority of the qualified voters at said election is in favor of said tax the same shall be annually levied and collected in the manner prescribed for the levy and collection of other taxes. All money levied under the provisions of this act shall, upon collection, be placed to the credit of the School Committee in said district, which committee shall be appointed by the County Board of Education; and the said School Committee shall apportion the money among the schools in said district in such manner as in their judgment shall equalize school facilities.

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"We want men who feel a sentiment, a consciousness of brotherhood for the whole human race. We want men who will instruct the ignorant, not delude them; who will succor the weak, not prey upon them."—HORACE MANN.

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#### ESSENTIALS OF THE CAMPAIGN.

(1.) Better school houses. To be obtained by local gifts and taxes met half-way by funds derived from the swamp-lands.

(2.) Elimination of weak districts. The school system of North Carolina is paralyzed and has been for years, not more by poverty than by foolish and wanton creation of districts that serve only to sap the system's life-blood. Heroic meas-

ures will now be required to cut off these districts. But they must be cut off. Some teachers will lose, but the cause of education will gain. Some pupils will have to walk farther, but the large majority will go farther into the process that makes for education.

(3.) The system must be "brought together." It is now incoherent. Control is not definite. Authority seems to be lacking. The State Superintendent should have more power. If he should be given such power as would enable him to see to it that the schools are well conducted at every point, we should not object. He is in the relation of active head and director of a great institution or enterprise.

(4.) Local taxation should be voted wherever possible. Leading men in every township should take a hand in this good work right now.

(5.) Finally, and not least important, active measures should be devised to educate every boy and girl in the State.—*Biblical Recorder*.

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#### THE WORDS OF A STATESMAN.

"I look upon the education of the children of the South as the first great work to engage the time and thought and labors of every lover of his country and his kind.

"I am grateful for the help of the people of the North, but all the *work* must be done by the men and women of the South. We under-



stand the conditions better and can deal with them more wisely than strangers. But our people themselves must be taught to deal with these conditions in a spirit of fairness and broad statesmanship. We have two races living in the South. These races are distinct, and must remain so, and yet *they must* live here together. My judgment is that it is better for both that each be educated and trained and elevated to the highest state of citizenship of which it is capable.

"It is also my judgment that the church and the school house are the best agencies for making good citizens. If these agencies can not help us in solving the race problem, then indeed we have a hopeless task on our hands. But, thank God, I am a man of faith. I believe in God and in my fellow-men, and I believe the people of the South can solve all problems presented to them if they will cleave to the church and the school house; and that, too, in a manner which shall make them and their section a power for good in the world." — EX - GOVERNOR THOMAS J. JARVIS.

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#### RECENT SCHOOL LEGISLATION.

The North Carolina legislature which adjourned March 10th enacted many laws that will have a salutary effect on the public school interests of the state. The building of all school houses is now in charge of the county boards of edu-

cation and the state superintendent, and not in the hands of local committeemen, as heretofore. The old method of apportioning the school funds to the townships according to school population resulted in a very unequal school term in different parts of many counties. Hereafter a portion of the county school fund must be reserved for the purpose of remedying this inequality. In counties having a school fund of more than \$15,000, the county boards of education may now employ a county superintendent for his entire time at such salary as they may deem reasonable and just. Heretofore no county could spend more than four per cent. of its school funds for supervision. Two hundred dollars, instead of one hundred, may now be spent by each county out of its general fund for teachers' institutes and summer schools.

The amounts that may be set aside from the school fund for building school houses are limited to twenty per cent. of the total fund, where the fund does not exceed five thousand dollars; sixteen per cent. where it does not exceed ten thousand; ten per cent. where it does not exceed twenty-five thousand dollars; and seven and one-half per cent. where it exceeds twenty-five thousand dollars. Heretofore as much as twenty-five per cent. of the total school fund of any county could be used annually for building new houses.

Finally, thirty - four towns and

rural districts were granted special graded school charters and given the privilege of voting and collecting local taxes to supplement their ordinary school funds.

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### THE FIELD.

INTERESTING ITEMS OF EDUCATIONAL NEWS HAPPENINGS THROUGHOUT THE SOUTH.

The educational column of the *La Fourche (La.) Comet*, of April 23, contains the following:

"In view of the impetus given to education through the medium of the public schools and school boards, we urge the police jury to pay more attention to it, and appropriate more largely in its behalf. To curtail other expenditures and give the public schools the benefit thereof, and thus enable the school board to employ this additional revenue to this laudable purpose, and to pay competent salaries therefor, would redound to the future welfare of our parish and the children.

"We think, with the aid of the officials and all public-spirited men and women, the time is now ripe to inspire a sentiment among our people for a public school which would educate both arms and legs for some trade or calling, and at the same time carry with this education that of mental training, thereby equipping the children for all conditions of life."

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Miss Battle, secretary of the United Charities of Nashville, Tennessee, recently declared:

"There are, at a fair minimum estimate, 2,000 children here in Nashville whose parents, indifferent to their education, make no effort to keep them in school, and indifferent alike to other advantages, allow them to run idly the streets. How are we to plead the cause of such children? Can we, except through legislation?"

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The Federation of Women's Clubs, of South Carolina, in convention at Columbia, on April 23, passed a resolution favoring the establishment of an industrial reformatory in South Carolina, and appointed a committee consisting of Miss McClintock, Miss Louisa Poppenheim, of Charleston, Mrs. M. F. Ansell, of Greenville, Mrs. Ira B. Jones, of Lancaster, and Mrs. Thompson, of Rock Hill, together with the president of the Federation, to take the matter in charge and further the enterprise.

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Williamsburg County, South Carolina, has established a county high school in connection with the public graded school at Kingstree. The town of Kingstree has voted bonds to the amount of \$7,000 with which to build and equip a new school building.

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The University of Georgia Summer School will be held at Athens from July 1 to August 9. Eighty instructors have been engaged, as well as twenty-two evening lectures and entertainments provided for. The

school will offer sixty courses of study.

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The Utica Normal and Industrial School, at Utica, Mississippi, closed its first year's work on April 26. This is a negro school, of which the Utica correspondent of the *New Orleans Picayune* speaks as follows: "This school was started six months ago by Prof. W. H. Haltzclaw and his wife, who are graduates of Booker T. Washington's School at Tuskegee, Ala. They started without one cent. The school now owns forty acres of land, valued, with the buildings, at \$4,000. It has 225 students and seven instructors. It has one large frame building, erected by the students, containing eleven rooms and a large chapel hall. More than \$3,000 has been collected during this year and expended on buildings and for teachers' salaries. The institution is undenominational, but thoroughly Christian in its teachings. For the present, six industries will be taught the pupils in connection with a thorough academic course. Prof. Haltzclaw and wife are among the very best of negroes, splendidly educated, and are worthy of any assistance in their efforts to build up an industrial college."

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On Sunday, April 26, at Youngsville, Lafayette Parish, Louisiana, an education campaign was inaugurated. Father Roguet, pastor of

the Catholic Church at Youngsville, was the principal speaker. Petitions were circulated and signed by many citizens, asking for a special local tax to be levied in Lafayette parish.

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The County Court of Roane County, Tennessee, recently voted to levy a tax of five cents on the hundred dollars' worth of property for the purpose of establishing a county high school at Kingston.

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The educational campaign for Northern Louisiana will be opened at Bastrop on May 14th.

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Some of the public school teachers and others of Greenville, Alabama, have started a free night school for those children of that community who have to work during the day.

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There is good prospect that the public school board of Richmond, Virginia, will establish a free kindergarten in each school district of that city at the opening of the public schools next September. There is probability, also, that manual training will be introduced into all the schools of Richmond at an early date.

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The town of Marion, South Carolina, has raised by private subscription \$6,000 as an endowment for the public library of Marion.

Acadia Parish, Louisiana, on April 27th voted a special school tax of five mills for ten years.

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By a special act of the North Carolina legislature of 1903 the county commissioners of Macon County have ordered an election to be held in that county on the 30th day of May to determine whether or not all children in that county between the ages of 8 and 16 shall be compelled to attend the public schools at least three-fourths of the period of the annual school term.

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Mount Prospect District, Union County, North Carolina, on May 4th voted a special school tax. The trustees will begin, at once, the erection of a good school house. The school will be operated under a special charter granted by the North Carolina Legislature of 1903. The total number of registered voters in the district was 59, 48 of whom voted in the school election. There were 38 votes cast for the schools and 10 against them.

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At the special election held in the Wesley Chapel graded school district, Union County, North Carolina, on May 4th, the question of the enlargement of the district by the admission of two adjoining districts was carried by a vote of 32 to 8.

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On May 4th, 1903, the town of Hamlet, North Carolina, voted to

issue \$5,000 worth of bonds for the erection of a public school building in that town.

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The people of Jonesville, Lee County, Virginia, contemplate the creation of a school district about two miles square, embracing the town of Jonesville, and levying a special school tax sufficient to run a public free school in the district nine months in the year.

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The North Carolina Woman's Association for the Betterment of Public School Houses in North Carolina held a meeting at Greensboro on May 5th. There were present a number of county superintendents, as well as members of the Association. The President, Miss Laura Kirby, of Goldsboro, presided. Reports were made by Miss Leah Jones, of the State Normal and Industrial College, and by Mrs. W. R. Hollowell, of Wayne County. Miss Jones reported a number of instances where school buildings and grounds have been greatly improved and beautified by women in the communities visited by her during the summer vacation of 1902. Miss Hollowell, who is president of the Wayne County Association, reported that her Association now has fifteen traveling libraries, which were sent from school to school throughout the county. Gradually the Association is organizing in each public school district throughout the State, and it



is thought that at no distant date every school district in North Carolina will have a Woman's Association for the betterment of its public school houses.

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The summer school of the Agricultural and Mechanical College, Raleigh, North Carolina, will be held July 1st to August 1st, 1903. Dr. George T. Winston is president. Superintendent E. P. Moses, of Raleigh, has charge of the normal department, and Mr. Charles J. Parker, of Raleigh, is secretary and business manager. Special efforts will be made to secure the attendance of rural school teachers.

The summer school of the University of North Carolina will be held at Chapel Hill, June 15 to July 10, 1903. The course of study offered ranges from the kindergarten and primary school to more advanced studies of the college and university.

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The South Louisiana Summer School will be held at New Iberia, Louisiana, June 8 to July 3, 1903.

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Two special tax elections were held in Union County yesterday, and both carried with little opposition. This makes four local tax districts in this county, and the prospects are that there will before very long be others. Beside these, there were two high schools, Waxhaw and Unionville where free instruction was offered to every child in the

community last year for eight or nine months. These two districts followed the plan of voluntary support of the schools, and the presumption is that the same plan will be pursued and free instruction offered next year.—Monroe (N. C.) *Journal*, May 5th.

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The parishes of Acadia and Lafayette, Louisiana, will pay their public school teachers who attend the summer school at New Iberia the sum of \$20 each to assist in defraying their expenses.

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The Police Jury of Washington Parish, Louisiana, has ordered an election on the question of voting a local tax of ten mills for ten years for public schools in that parish. The election will be held on the 18th day of June, 1903.

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The Police Jury of Lafayette Parish, Louisiana, has ordered an election on the question of levying a special school tax of three mills for six years. The parish superintendent, Mr. Alleman, presented a petition to the Police Jury signed by more than 1,000 names. It is said that there will be very little opposition to the voting of the special tax. The election will be held June 18th.

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The Ball's Creek annual camp meeting, of Catawba County, North Carolina, will not be a religious meeting but an educational meeting

this year. Presiding Elder J. E. Thompson has arranged to have the best speakers on educational subjects present during the three or four days that are usually devoted to preaching and other religious exercises.

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There is a movement on foot to bring about the consolidation of the high schools of the city of Monroe, Louisiana, and the Parish of Ouachita, in which Monroe is situated. The object of the consolidation is to enable the school authorities to establish a central high school, with industrial training. If the consolidation is effected it means better high school facilities and a longer school term for the children of the community.

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The Virginia School of Methods will be held this year at the University of Virginia. Mr. E. C. Glass, superintendent of the Lynchburg, Virginia, schools, is the superintendent of the School of Methods. He has arranged an attractive course of study, embracing the subjects taught in the public schools, as well as courses in physics, mathematics, literature, science, modern languages, etc.

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Ward Four, Bienville Parish, Louisiana, has recently voted in favor of a five mills ten-year tax for public schools. Special elections have been ordered by the Police Jury of Bienville Parish for the Third Ward, and also for the Tenth and Twelfth Districts.

The educational campaign in Lincoln Parish, Louisiana, was opened in the auditorium of the Ruston Industrial Institute on the night of May 4th. President Aswell, Hon. D. C. Scarborough, Hon. Jared Y. Sanders and Captain J. M. White made addresses.

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The people of Greenwood, South Carolina, will vote at an early date on issuing \$18,000 worth of bonds for the purpose of building a new public school house.

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The *North Carolina Baptist* recently contained the following interesting paragraph: "Mr. L. Banks Holt, the large cotton mill owner of Graham, has issued an address to the mill people of his town urging them to vote for graded schools. Mr. Holt is himself by far the largest taxpayer, and is anxious, for the well-being of his people, to have free education in the reach of all. This is most worthy. In Cumberland County we have Hope Mills Manufacturing Company, not owned by North Carolinians, urging the people of Hope Mills to vote a tax for graded schools, when half the tax will be paid by the company. They say to the people, 'You furnish the votes and we will furnish the money.' Many of Fayetteville's wealthiest men are saying the same thing to the voters who are not property owners. Public education is the great equalizer of men—putting the child of the rich and the poor on the same plane in the struggle of life, and giving a premium to merit."

The town of Graham and the Hope Mills district have recently voted a local tax for schools.

## Education and Prosperity.

“An ignorant people not only is, but must be, a poor people. They must be destitute of sagacity and providence, and, of course, of competence and comfort. The proof of this does not depend upon the lessons of history, but on the constitution of nature. No richness of climate, no spontaneous productiveness of soil, no facilities for commerce, no stores of gold or of diamonds can confer even worldly prosperity upon an uneducated nation. Such a nation can not create wealth of itself; and whatever riches may be showered upon it will run to waste. Within the last four centuries the people of Spain have owned as much silver and gold as all the other nations of Europe put together; yet, at the present time, poor indeed is the people who have less than they. The nation which has produced more of the raw material and manufactured from it more fine linen, than all contemporary nations, is now the most ragged and squalid in Christendom.”

—*Horace Mann's Eleventh Report.*

North Carolina has 286,812 native white voters, of whom 54,334 can not read and write, which means that there are more than 18 native white illiterate voters in North Carolina out of every 100. There are forty-three counties in North Carolina in which the number of illiterate native white voters is in excess of 20 out of every 100 of the native white voting population.



## **Constitutional Provisions, North Carolina Constitution.**

“The people have a right to the privilege of education, and it is the duty of the State to guard and maintain that right.”—Sec. 27, Bill of Rights.

“Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.”—Art. IX, Section 1.

“The General Assembly is hereby empowered to enact that every child, of sufficient mental and physical ability, shall attend the public schools during the period between the ages of six and eighteen years, for a term not less than sixteen months, unless educated by other means.”—Art. IX, Section 15.

“The General Assembly, at its first session under this Constitution, shall provide, by taxation and otherwise, for a general and uniform system of public schools, wherein tuition shall be free of charge to all children of the State between the ages of six and twenty-one years. And the children of the white race and the children of the colored race shall be taught in separate public schools; but there shall be no discrimination in favor of, or to the prejudice of either race.”—Art. IX, Section 2.

“Each county of the State shall be divided into a convenient number of districts, in which one or more public schools shall be maintained at least four months in every year; and if the commissioners of any county shall fail to comply with the aforesaid requirements of this section, they shall be liable to indictment.”—Art. IX, Section 3.





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